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ABSTRACT

This document is based on transcripts of recorded informal interviews with: (1) selected senior professors in the library schools at Warsaw, Krakow, and Wroclaw (Poland); (2) the director and a member of the Books and Readers Institute of the National Polish Libraries; and (3) a group of Polish librarians and students in the field. The report incorporates feedback and suggestions from the participants themselves. It provides background on the history of libraries and librarianship in Poland and summarizes interviewees' opinions topics such as the development of a philosophy of librarianship; the educational and cultural role of libraries; impacts of the social and political climate on libraries; government interference in communications; library research methodology; and various aspects of library work. Appendices include a list of Polish translations of selected library science terms, some Polish excerpts from the author's research correspondence, and some addenda. (Contains 49 references.) (BEW)

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On the Issue of a Philosophy in Polish Library Information Science.

A summary of interviews with some leading scholars.

by

Joseph Z. Nitecki

[Preliminary Report]

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1. Introduction.

This report is based on the transcript of recorded discussions in October of 1995 with the selected senior professors in the library schools at Warsaw, Kraków and Wrocław universities, the director and a member of The Books and Readers Institute of the National Polish Library, and the group of librarians and students in the field. The report also includes brief reviews of related topics discussed in essays recommended by the participants.*

The interviews were informal and in response to my initial questions, covered variety of issues. Hence, the reports of individual discussions may appear to be at times inharmonious, and the recorded answers not necessarily reflecting the intended answers. To avoid any misunderstanding, I shared the Polish version of the discussions with all participants, soliciting their comments. Suggestions for changes, corrections or requests for omissions of specific statements from the final draft, received before the submission of this report to the publisher, were implemented.[N1] The project was not financed by any organization.

The participants were suggested to me by the faculty of one Polish school of library and information science. Of all the recommended professors, only two did not respond to my introductory letter and one was on sick leave during my visit.

I hope that this report will contribute in small way to a better understanding of the Polish librarianship.

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* In the superscripts, letter N refers to Notes; letter B to Bibliography.

2. A brief historical background.

The beginnings of the Polish 'book science' can be traced to a bible that was presented as a weeding gift to the first historical Polish Prince Mieszko (963-992). By marrying a Czech princess, he accepted Catholic religion, and introduced foreign clergy into his court. From then, for many centuries, Catholic church influenced the development of the Polish culture, with Latin as an official language and monastery and schools libraries as the major depositories of manuscripts.

The first known inventory of the capitular library in Cracow (1101) is the oldest book lists in Slavic Europe. At that time, the library collections consisted mainly of imported books and manuscripts, designated for liturgical, teaching and administrative purposes, copied, interpolated and illustrated in the monastic scriptoria.[B13]

The first Polish university was established in Cracow (1364), a cultural center of the country. The periods of Renaissance and Reformation are considered the golden age of the Polish culture. Under the direction of Jesuits order (1565), the number of school libraries significantly increased, while libraries of heretical denominations spread around the country. A dozen of private libraries were built by Polish aristocracy, aimed at the professional, intellectual, ideological and artistic betterment of their readers.

During the Counter-Reformation and the Swedish invasions (1601-1660) several libraries were destroyed, and Catholic religious orders and school libraries declined.

The second half of the 18th century marked the development of Polish Enlightenment and a simultaneous political destruction of the state itself, partly partitioned among the German, Russian and Austrians in 1772 and 1793, and completely erased from the map of Europe in 1795. Establishment of the National Education Commission (1773-1794), the first centralized educational ministry in Europe, created many school libraries at county level. The large private Załuski library was nationalized and renamed the Library of the Polish Commonwealth, designated as a depository library for all books published in Poland.

From 1795 to 1918 partitioned Poland was subject to severe Germanisation and Russification programs. The Załuski library was removed to St. Petersburg and collections of university and private libraries were confiscated. The secondary and higher educational programs were canceled, and the use of the Polish language was discouraged. Polish opposition was channeled through the support of private libraries and various social agencies. Whenever politically allowed, the libraries propagated reading, by creating various local reading facilities.

In the least persecuted part of the country occupied by Austrians, Polish librarianship was reformed on the German model in the university library at Cracow.[N2] The library became.

'Bibliotheca Patriae' serving as the center for scholarly activities and as the testing ground for new ideas in librarianship.

Between the two world wars, the main task of librarians was the rebuilding of devastated collections, development of the discipline's various procedures and establishment of librarianship as a profession. The library association, formed in 1917, and the Congresses of Polish Librarians (first in 1928) significantly contributed to the development of new information services. The National Library and the Bibliographical Institute were formed in Warsaw, assuming responsibility for the national bibliography. Several universities, specialized and public libraries were opened throughout the country.

During the German occupation (1939-1945) most libraries were destroyed, the professional staff persecuted, with library facilities provided for Germans only. Library services to Poles were offered in secret by members of the underground resistance movement.

In the communist period (1945-1989) the main task was again the reconstruction of the whole library system.[N3] Libraries were designated as cultural heritage by the Library Act of 1946. Several public, schools, university and special libraries were opened, a new, although short-lasting information system was established, and many schools of librarianship were organized at different levels, mostly as departments within the university. The Library Act of 1968 provided legal foundation for librarianship, with establishment of rules and regulations

governing the activities of libraries as part of the government's political socialization programs. Rigorous censorship prevented any contact with the West and its publications.

In the post communist era, since 1989, all libraries are facing the difficult task of readjustment to the new political system. Severe economic conditions created by the shift to the market economy, forced closing of many of public libraries and slowed the process of automation. The university libraries and library schools thriving on the newly acquired intellectual freedom are in a good position to adopt western models of librarianship, through some very active international exchange programs.

3. Individual and group discussions.

(a) Prod. dr.hab. Radosław Cybulski.

Prof. Cybulski was born in Vilno in 1924.[N4] He graduated in law and economics from Poznań University in 1949. During Stalin's period of terror at the beginning of the 1950's, he was imprisoned by the communist government for one and a half year for his participation in the Polish Underground Army during the Second World War.

He worked in the book trade, publishing houses and libraries. Since 1972 prof. Cybulski served for eight years as deputy director of the National Library, followed by the appointment as director of the library of the University of Warsaw. Simultaneously, he thought in the University's Bibliothecal Institute, serving for one year as its director. Now retired,

prof. Cybulski continues to teach at the Institute, and conducts seminars for graduate students and librarians at a postgraduate university level. His main fields of interest are the scientific libraries, editorship and publishing.B47-49 N5

This section is divided into (a) the interview with prof. Cybulski on his views about library philosophy and its historical background, (b) a discussion with his students, and (c) a brief review of recommended publications.

1. Recent historical background.

Prof. Cybulski pointed to the difficulties in comparing the development of intellectual life in Poland, during its 125 years of foreign occupation, with the corresponding development in other countries. The Polish scholarship of that period was struggling with economic and political limitations and constant interference by the occupying powers, each of them conducting different policy of denationalization.

The interwar period of 1918-1939 was very important in developing Polish library scientific research and in formulating politics of librarianship. In this short but very productive period, a number of significant works were published by Polish library leaders such as Piekarski, Łysakowski, Grycz, Radlińska, Rulikowski and others. Their contributions were fundamental for the future development of Polish philosophy of librarianship, although at the time, they were not so identified.

After the Second World War, the academic research was allowed only within the Marxist theory of social science, eliminating economic, social and philosophical studies as the creations of

the bourgeois philosophy. Completely isolated from the West by the iron curtain, Polish society could defend itself only indirectly, slowly developing the general attitude of resisting rather than cooperating with any government and its policies. For example, in the university libraries, the trusted researchers were allowed the access to the politically forbidden material and the information from the West was circulated in the underground presses. This critical attitude toward the government still exists today, in part explaining the disinclination of most of Polish librarians to the concept of 'philosophy', which was initially exported by the Soviet Union as means for fast transforming Poland into a communist state.

2. Interpretation of the concept of library philosophy.

Prof. Cybulski sees librarianship not in abstract but as a system of social communication between the author and his or her readers, at the same time responsible for preserving recorded information as the cultural national heritage. In this sense the philosophy of librarianship does not exist, one can talk only about some philosophical aspects in the formation of library politics that is concerned with the library ethics or with the free access to library collections. The library as a system in which technology constantly changes, aims at the improved relations between authors and their readers, focusing on issues such as censorship, both internal and external. The role of the government should be limited to the support, as a sponsor and patron, of the information and literature, considering it an important factor in the scientific, educational and entertainment

endeavors. In the final analyses, the real creator of the publishing and library politics ought to be the reader and his needs. His preferences and expectations, should shape library collections.

The library mission existed for ages, only the types of library users change. For example, public libraries in present Poland change their emphasis from serving everybody to the more selected group of people with specific interests. One can notice the emergence of a 'for profit' libraries based on the marketing principles.

Prof. Cybulski suggests a shift from the study of library philosophy to the study of the changing library mission in the context of library historical development. What influences the changes in the library mission? What are the trends and what are the changing relationships between the government and the society? What are the differences between Church and liberal politics?

Among the contemporary Polish scholars interested in the issues close to philosophy of librarianship are K. Migoń focusing on the study of book and considering librarianship as a part of biblio logy, J. Kołodziejska concentrating on the study of libraries and readers, placing bibliology within the field of librarianship, Barbara Bieńkowska interested in the history of Polish books and library, and Zbigniew Żmigrodzki concentrating on library ethics and professionalism.

Meeting with librarians.

Librarians in prof. Cybulski's advance course in librarianship did not agree on the issue of a library philosophy. Some felt that they received too much theory, while in school and too little practical education of value in their practice. Others argued that the philosophical underpinning in the study of librarianship is needed as a part of university education. Both groups did not distinguish between the theory and philosophy of librarianship. They maintained that the library mission varies with the type of library.[N6]

Shared with all libraries are the tasks of not only organizing, preserving and lending books but also developing the love of books and reading among young people. All that is done in com petition for readers attention with other media. None of the students mentioned political or social roles of the library, political neutrality of the librarian or censorship. No differentiation was made between the roles of the traditional librarianship (as a practical aspect of the discipline) and scientific information (its more theoretical foundations). The computer is still perceived by many as a more efficient typewriter, and there is a belief that book will remain for long time the main format in library operations. Information service is for these librarians synonymous with reference work of directing the inquirer to the appropriate information sources. In general, librarians participating in the discussion, equated philosophy of librarianship with its theory or mission, considering information as one of the organic functions of librarianship.

Prof. Cybulski own publications provide rich material for the study of the impact of cultural and political environment on the development of the Polish publishing institutions and editing activities.

1. Contributions of Joachim Lelevel to library theory.

Prof. Cybulski argues that Joachim Lelewel (1786-1861), in spite of his very short library carrier, was not only an outstanding historian and political activist, but also the first and very important Polish librarian, bibliographer and book science theoretician.[B5] In his manual for librarians, Lelewel provided the first theoretical rules for the study of the book, considered an aggregate of typographic elements (binding, paper, etc.), and subject to typographical methodology. In his historical interpretation of librarianship, Lelewel integrated elements of individual books into an evolutionary whole in the framework of the total culture, thus providing evidence for the contribution of bibliology to other sciences.[N7]

2. Political environment and publishing.

In one of his book reviews,[B3] prof. Cybulski provides a commentary on the publishing industry in Poland. The continuity of literary communication depends to great extend on the needs of the reader, fulfilled by publishing industry through the publication and popularization of books. These activities are determined by changing political situation, censorship and book market.

In the years between 1944 and 1955, the communist government attempted to remake Polish society in the model of social

realism, in which the function of the literature was to create a new type of human being. The levels of readers culture significantly decreased, caused by (a) government forcing the literature to serve nonliterary objectives, (b) limited access to books, especially in villages, (c) quantitative increase over the qualitative values of books in libraries and (d) government censorship pretending to protect the quality of literature by banning western publications.

In the period between 1956 and 1986 the publishing politics focused on (a) institutional literature (canonical and progressive), (b) trivial and popular scientific publications, (c) politically committed publications, official (censored) and underground (not censored, the so called 'hand to hand' books).

After 1989, following western commercial model of publishing, sensational literatures, both of the Polish and foreign origin, increased considerably.

The communist 'socialization of culture' was based on the instrumental role of the book in creating new socialistic reality.[86] The primary political objective of the government was to subordinate the political, cultural and economic life of the country to the political party by means of censoring publishing material and library collections and by developing controlled mass readership through paperbacks. This approach was forced on the publishers (a) directly by annoying and persecuting them, (b) by selective allocation of printing material and (c) by creating subsidized official publishing houses, designated to

compete with private publishers. The underground opposition to the governmental activities is little known today, because of inadequate published personal accounts about underground presses, and insufficient, often misleading, official documents on this subject. The prevailing trend in these days was to find equilibrium between the needed and possible activities, over shadowed by helplessness about future, created by Yalta's agreement.

3. Communication barriers.

The barriers in the communication between the book and its readers are evident in publishing processes, and in the degree of book accessibility.[84] The obstacles can be intellectual, economical, political, legal or can reflect technical and organizational character of the publishing system.

Prof. Cybulski describes in detail the following specific barriers: (a) market (cost of production and absorptive power of the market), (b) political control (political, ideological, moral and esthetic censorship), (c) degree of authors' self-discipline (their independence), (d) limitations in the access to books (illiteracy, complexity and readability of the text, graphical format, etc.), (e) library barriers (economical limitations in the acquisition and services, inefficient procedures, gaps between library staff and potential library users). The most difficult are the barriers resulting from the reader's lack of awareness of reading values often caused by poor home upbringing or by fear of the library.

(b) Prof.dr.hab. Maria Kocójowa.

Prof. Kocójowa is Chair of the Department of Librarianship and Information Science at the Jagiellonian University. She begun her professional carrier in the museum field, and is a strong believer in the propagation of new ideas, however controversial, since they always provoke discussions and thoughtful examinations of the status quo. She is interested in the methodology of library science, bibliology and information science, not as a narrow discipline of librarianship, but as a part of broader science of communication and culture.[N8]

In our discussion prof. Kocójowa concentrated on three issues: philosophy of librarianship, library science and its research.

1. Philosophy of librarianship.

The term 'philosophy of librarianship' is not yet popular in Poland, and many people may be taken aback by its use, since most librarians have no philosophical background. Nowadays, most librarians are preoccupied with the building of library systems. All theoreticians are trying to develop library theories based on their own scientific backgrounds. Hopefully, the philosophical approach will be developed by younger generation of library scholars; but even that will depend on the time available to them for theoretical studies.

Prof. Kocójowa interprets philosophy of librarianship as a way of developing foundations for all aspects of the domain, which relate to the concepts already developed, such as, e.g., Ranganathan's model interrelating library theory with its prac-

tice, and emphasizing human and ethical elements. Considering library and information science as one discipline may be seen as a contradiction within the internal structure of the discipline, between its theory (of information) and practice (of librarianship).

Among the contemporary Polish scholarly contributions, most closely related to the philosophy of librarianship are the writings of K. Migoń in bibliology considered as the science of books, and the essays of J. Kołodziejska, focusing on library science, within the context of library practice and readership.

2. Library Science.

In the history of Polish library science one can distinguish between three main social conventions: (1) In the nineteen century the theory of librarianship was represented by individual university lectures, which created the foundations for the science of librarianship. (2) In the period between the two world wars (1918-39), the two terms 'library science' and 'bibliography' were used interchangeably, for the history of libraries and their collections. (3) After the Second World War the field of library science developed considerably, initiating political debates, which however, excluded all social sciences, among them bibliography and bibliology, as creations of capitalistic systems. Library science included only rules and regulations of library management, considering librarianship as a strictly practical discipline. The two predominant forces, influencing the development of the discipline, were Marxists

politics and economic; politically acceptable was only the theory of book knowledge built on the Moscow model. Today, everything in Russia is interpreted in terms of computer science (informatics). Consequently, Poland inherited the problems of delayed development of library science and its terminology, creating serious barriers in the international scientific communication, still lacking well-trained specialists in new technology.

Presently, there are three main approaches to the discipline: (1) library science, as a center for all studies related to the library, (2) bibliology, concentrating on the methodology of studying everything related to the book in its generic form and its philosophy, and (3) the science of scientific information (informatology). At the beginning, information was developing withing the technological disciplines, as a practical field, independent of libraries. This created a dissonance between the two approaches. Today, scientific information becomes a universal science, infiltrating all aspects of library science that relate to the creation, circulation and use of books.

3. Library research.

The most researched subjects are the beginnings of Polish libraries in the age of Enlightenment. During occupation of Poland, the development of the theory of library science was subject to economic constraints in Austrian occupation, and to political prohibitions in other two occupied territories. Prof. Kocójowa proposed two methodological models for the study of

library science based on its development in the part of Poland occupied by the Austrians (Galicia): (a) consideration of the book as a product of the culture, and (b) examination of the role of the library in its treatment of the cultural aspects of the book. She is also interested in the problems that are on the borderline between philosophy and library practise.

In the reviewed publications, prof. Kocójowa's research concentrates on the history of librarianship, its cultural and political environment, library research methodologies and comparative librarianship.

1. History of Polish librarianship.

Prof. Kocójowa describes the history of Polish librarianship, in terms of series of unending struggles with the political, cultural and economic environments, each significantly affecting the development of the discipline.[B19,21,22] The influence of Church from the tenth century on, determined the types of books held in the libraries and their use in primary schools. Latin as an official language influenced the slow development of the written Polish language, which was dramatically speeded up by the introduction of printing presses. Many military invasions, and long occupation of Poland (1795-1918) devastated libraries and their holdings.

On the other hand, the creation of the first in Europe centralized department of national education (1773-94) established a network of school libraries and upgraded the system of higher education. The government of the independent Poland

(1918-1939) rebuilt the collections and established library profession. The communist government (1945-89) considered libraries as the cultural heritage, established legal bases for the profession (Library acts of 1946 and 1968) and used libraries in political restructuring of the society. Elimination of illiteracy and creation of many information centers made the access to the heavily censored library collections much easier. In the present, post communist system (since 1989), cultural and political censorship was eliminated and library schools begun review of their curricula in terms of western models. However, the economic impact of the transition to the market economy significantly delayed the process.

2. Environmental impact on book culture.

The term 'book culture' was initially interpreted as a book art and the esthetics of its print.[B12,16] In 1970's the term was extended to cover the total cultural impact of the book. Prof. Kocójowa shows the relationships between the book culture and the changing nature of the national life, by comparing the cultural environment of Cracow in 1870 and 1914. This small city of 50,000 inhabitants was involved in minor trade and commerce, with dormant scientific and cultural activities. In the next forty-four years it changed into a major cultural and scientific nucleus, (often called 'Polish Athens and spiritual capital of the country'), with 20 printing establishments and over 100 book-stores. Reading was actively encouraged by social organizations,

the university library was polonized and the book industry expanded.

The impact of books on national issues was evident in stimulating the cult of the past, popularization of Polish books and by efforts to overcome poor readership. The patriotic motives lead to the concept of 'education of the masses'. The Jagiellonian Library was considered a national library, available to the non university students and institutions, while the antiquarian interest developed appreciation of old books and their bibliographies.

The positive conditions for the expansion of the city, convenient railway communication and relative political freedom, increased demand for, and supply of, reading material. All these factors contributed to the strengthening of book culture and prompted migration of writers and artists from other occupied territories, together creating a very active intellectual and scientific life.

The negative factors, hampering the development of book culture were: (a) the censorship that limited establishment of new publishing houses, (b) antisemitism, (c) conservative, clerical opposition to changes, (d) illiteracy that accentuated the gap between the highly educated intelligentsia and the rest of the population (book was considered a symbol of wealth), and (e) economic crises.

3. Library research.

a. The model.

The model for studying the development of Polish librarianship, proposed by prof. Kocójowa, consists of editorship, book market, library science, bibliography and study of readership.[B10] Its goal is closely related to the goals of social, scientific and mass communication sciences.

The social environment is composed of (a) things (i.e., books in the contexts of their social function, changing form and content); (b) people (authors, publishers, printers, book sellers, librarians, readers, library users and bibliophiles); (c) institutions (publishing agencies, printing houses, book stores, libraries, museums, archives, etc.); and (d) social environment developed throughout history. All these elements are considered not in isolation, but in relation to each other.

The indirect bibliological communication involves constantly changing relationships between creators of books, book formats and contents, the conduits (import, export and circulation of books) and recipients of books.

Major stages of scientific analyses include: (1) justification of the selected topic of research, based on personal preference and social needs, (2) bibliological and historical examination of relevant literature, (3) working hypotheses that are based on social relations and the dynamics of change, (4) determination of the relevant bibliological sources, (5) establishment of the hierarchy of methods used, (6) detailed examination of available material and (7) synthetical interpretation of the results of the

study in communicational and informational terms.

Most important aspects of the study are: (a) the role of people and books in formulating book infrastructure for social communication, (b) the concepts of bibliological administrative units, (c) influence of book centers beyond their territorial areas (geographical impact of books) and beyond statistical descriptions (the nonnumerical impact of books).

b. Methodologies.

Newly emerging methodologies were applied to the processes in cataloging, inventories and documentation of collections since 1980.[B20]

(1) Determination of the degree of awareness in interpreting national historical symbols, is contrasted with the communists' preference to focus on environment of workers and peasants.

(2) Identification of changes in the mental processes of individuals and social groups is affected by the psycho-physical and environmental elements. The method is based on social psychology and bibliological sources that describe authors mental processes and national motivation on the reading public.

(3) Research of the book culture is interrelated with the book's esthetic architecture, the history of book art and its bibliology. This approach was initiated by J. Lelewel, and further developed by others.[N9] It stressed the importance of studying the role of books in the context of national culture. It includes: (a) books and people as the effects of a given culture, (b) book as a model in developing esthetic values, and (c) impact

of the book on different classes of society.

(4) The dynamics of the communication processes related to the social good is determined by the needs of individuals. Presently, the focus of the research shifts slowly from the study of the book itself (its form, contents, social function) to the study of (a) authors, users and specialists, (b) activities of the book institutions, (c) value systems and priorities, (d) synthetic review of the total book environment and (e) relationships within the total cultural and social environment.

c. Bibliological research.

In her examination of the importance of source selection in bibliological research, prof. Kocójowa integrated methodologies of different disciplines.[11] The approach ought to be based on theoretical reflections related to the theory of bibliology, and on broadly perceived science of books in relation to other humanistic disciplines. Their criteria are: (a) parallel examination of all informational structures of sources, (b) preference for sources related to the science of books, (c) the process of examining social awareness, and (d) utilization of all other available bibliological sources.

The limitations of this approach include: (a) disinclination to undertake research in subjects requiring acquisition of new skills in examining unknown sources, (b) weak theoretical knowledge of the types and structures of informational sources, and (c) lack of a retrospective national bibliography.

d. Provenance research.

The provenance research was introduced in Poland at the turn of the twentieth century, but was fully developed after the Second World War.[B17] Its method was based on uncovering traces of book circulation and its readers by interpreting notes made in books (a) by referring to the ownership status noted on eg., catalogs' cards, (b) by examinations of the known collectors libraries, and (c) by studying readers opinions.

e. Master thesis in librarianship.

Most masters' thesis in library science address practical issues in production, dissemination and use of Polish books.[N10] The theoretical aspects of these issues are limited to short introductory sections only, in which the students describe or explain the methodology used in their research.[B18,23] Prof. Kocójowa recommends that instead, the whole chapters should be devoted to the relevant theory, thus inducing students to provide theoretical analyses in the practical framework by reflecting on matters such as terminology, structure and history of the discipline, sources, methodology, organization of research and its relationships with other social sciences,. This requirement would increase students understanding of the nature of their own discipline and indirectly encourage further research.

4. Comparative librarianship.

The first Polish international conference on the comparative librarianship focused on methodological and educational problems

in library and information science. It was divided into two groups. The first section discussed the historical development of the methodology, the second dealt with the didactic aspects of teaching. In that section, prof. Kocójowa suggested the use of game theory, which would increase the effectiveness and attractiveness of lectures.[B13,14,15]

The roles of the libraries in the democratic process were discussed in the collection of essays, edited by prof. Kocójowa jointly with G. Bobiński.[B24] Comparing the status of research in library and information science in Poland and United States, prof. Kocójowa identified major obstacles in Polish research as (a) an overly traditional model of historical studies, (b) low social prestige of these studies, (c) lack of expertise on decision making levels, (d) poor working conditions for younger, researchers, (e) antiquated educational system of librarians, (f) shortage of technical facilities in library educational institutions, (g) too small teaching faculty, (h) lack of sufficient financial support, (i) minimal international contacts, (j) librarians' apathy, (k) insufficient knowledge of English language, (l) unfamiliarity with computers, and (m) lack of technical opportunities.

(c) Prof.dr.hab. Jadwiga Kołodziejska

Dr.hab. Tadeusz Zarzębski

Prof. Jadwiga Kołodziejska is director of the Books and Readers Institute at the National Library in Warsaw; dr. Tadeusz

Zarzębski holds the Individual Post on Library Law in the same Institute.

In this interview both prof. Kołodziejska and dr. Zarzębski reviewed the concept of library philosophy in the unique Polish setting; prof.Kołodziejska presented its affirmative, dr. Zarzębski more reserved, interpretation.

1. Prof. Kołodziejska's pragmatic approach.

Prof. Kołodziejska maintains that there is a need for a philosophy of librarianship; without it library science could not be thought at the university level. But she suggested that the terms 'philosophy of librarianship' be replaced by the term 'theoretical foundations of librarianship'. She is critical of a too theoretical approach of the Polish bibliologists. For example, she supports a concept of international library school, recently proposed in Toruń, which would include participation of the world wide scholarly community, but with the exclusion of bibliologists, because of their old-fashioned approach to the study of library science. In spite of the fact, that Poland today has thirteen library educational centers, the practicing librarians must learn computerization from each other. They graduate from library schools with a lot of knowledge on many subjects, but with little understanding of modern library technology. There is a need to teach a philosophy, which would help the graduates to adjust to the local needs of the libraries. Today they know next to nothing about elementary principles of managing libraries, about local library legislation or new finan

cial methods. The situation is somewhat improved in the Jagiellonian University's school of library and information science, partly because of the university library automated operations. The school now offers post degree programs in new technology. One overall reasons for a slow adaptation to the new systems in Poland is a lack of experienced teachers.

It is dangerous to talk about library politics or political neutrality without teaching the librarians about the impact of governmental politics on the development of libraries. Prof. Kołodziejska cited an example of recent public criticism of bookstores for promoting the sale of Hitler's book. She opposed the criticism on the ground of freedom to read, quoting Carnovsky, that 'you don't have to read the book, but you should not deny others the right to read it'. The average library student knows nothing about these issues.

2. Dr. Zarzębski's practical approach.

Dr. Zarzębski, remarked, that during his students years at the Warsaw university, the professors in the library school were all distinguished practitioners, teaching library subjects based on philological sciences. Library science is a discipline serving other sciences, but it cannot be considered an independent science, like for example, mathematics. It is a mistake for library schools to develop its curricula in a complete isolation from library practice. Libraries need library practitioners not bibliologists.

The concept of library philosophy did not yet emerge, because

Poland is still struggling with many everyday problems. Practical discipline needs few philosophers. The subject of philosophy is but a minor aspect of librarianship, and ought to be thought only at the doctoral level of studies. Essential is the adaptation to the reality, that is, to the development of efficient and economical library operations. Dr. Zarzębski cautioned not to depend too much on the governmental politics in developing librarianship, because such politics can be turned into giving orders.

Many publications discussed below are indirectly related to the philosophy of library information science or its environment.

1. Prof. Kołodziejska interpretats library science as a part of social sciences.

1a. The nature of library science.

The concept of a library as an institution is always related to the governmental politics, economics, culture and education on issues such as selection, acquisition, classification, use, readers need and interlibrary cooperation.[B31]

Library science has two major objectives, educational and scientific; both require theoretical knowledge to be taught at university level. The answers to the library related questions such as 'why, what for, for what purpose?' must be searched outside the library.

The library will never be an institution isolated from its society. For example, political censorship imposed by the government or society, will affect major library operations. So

will a conflict between 'high' and 'popular' cultures. The government facilitates development of public library networks, and no departure from planned economy to economy of the market can be implemented without direct government subventions. For example, the local self-governments created in 1990 inherited a network of over 10,000 public libraries. During the last five years (1990-95), lacking sufficient funding, it liquidated over 800 of its branches. Clearly, "self-governments do not always and not everywhere care about libraries."[N11] All these problems are further augmented by a low general educational level of the society.

In the library science curricula a distinction was made between humanistic, mathematical and social programs. This approach failed, because at the time (a) the planed economy that was not based on competition did not needed scientific, technical or economic information; (b) most of the library faculty were not librarians, each professor introduced subjects close to his or her interest, disregarding their value to practicing librarians. It all resulted in 'underinvestment in new library technologies'.

The library ought to be considered in terms of social, political and cultural, not technological or economic, environments. The questions to be asked should include: What is the primary subject of library science? What are its connections with other disciplines? What are the relations between the library theory and practice? Most of the definitions of librarianship are centrists, they consider library science together with bibliology

as a social, complex and interdisciplinary field.

At every opportunity, prof. Kołodziejska emphasizes that library science is a part of social sciences, such as sociology, psychology and pedagogy - but not of bibliology. She maintains that bibliology deals exclusively with books in historical context, and not in the social environment of the library. It is for this basic distinction that prof. Kołodziejska cannot identify her own views with these expressed by bibliologists.[N12]

The need for library education can be determined by (a) quantitative demand of the market, (b) governmental policies and (c) needs of the society, including the issue of feminization of the discipline. Important however, is the determination of the library educational purposes: whether to prepare specialists in different areas of librarianship as future leaders in the profession, or to develop generalists, as average librarians earning average salaries.

Prof. Kołodziejska argues for a need to reform the system and methodology of library education by asking for uniformly applied educational standards in librarianship. They should be developed in cooperation with the Association of Polish Librarians, by introduction of pragmatic approach based on needs of a particular library function, and by preparing students for independent research after graduation.

1b. Dynamics of social change.

The interrelationships between libraries and social changes are less affected by external social changes (such as

demography, family relations etc.), than by intellectual development of patrons (within symbolic systems of eg., religion, learning or literature).[B26] In the nineteen century the focus was on giving peasantry and working class access to books, with libraries offering self-education. These activities were however, severely restricted by the occupying governments. While the social changes after 1918 were not rapid enough to radicalize library operations; the changes after 1945 were too radical, resulting in rural migration to towns, without the opportunity for individuals to adapt to new environment, and thus changing dramatically the life style of the whole society.

The attitude of rural population to reading before 1939 was unfavorable. The books were associated with urban and privileged culture, offering no encouragement for uplifting themselves through reading. At the time of writing this book the cost of books was irrelevant, but the lack of time for reading, and older generation prejudices against reading, created a serious cultural problem.

1c. Cultural, economic and political impacts on librarianship.

Primarily, the library performs a communication function, similar to Shera's notion of the library as cultural center, mediating between author and reader, by providing for individuals participation in cultural community.

The impact of cultural, economic and political environments on the development of librarianship is analyzed by prof. Kołodziejska in her recent study.[B29] The individual chapters of

the book point to the major elements affecting library effectiveness: social changes, politics, finances, readership, education and school system, economy, science, information and librarian's profile. The fall of communism in Poland (1989) was a crucial turning point in the development of the discipline.

In her approach, prof. Kołodziejska avoids bibliocentrism by basing her arguments on the impact of social environment on library effective operations. She considers the following topics: (1) the elements contributing to the cultural unity of the country, (2) institutions transmitting the knowledge about the culture, (3) impact of educational system on citizens' cultural participation, (4) library contributions to the cultural activities expressed by the value of their participation, (5) government contribution to the development of culture, (6) influence of economic conditions on libraries and (7) professional skills required in library services. All types of libraries share intellectual need of patrons for their services.

The role of the library in national culture depends on the understanding of the nation and culture as a unity based on historical development of its culture, language, economy and national awareness. Lacks of stabilized elements in the history of Polish culture, is further augmented by present internal politicization and differentiation. Till the end of eighteen century the concept of the nation was equated with 'szlachta', the privileged yeomanry, a class of lesser freeholders with broad political rights and social privileges. The concept of the

'peoples nation' ('naród-lud') was introduced in the last two centuries, modified first by the communist notion of the 'citizens' nation' (naród-społeczeństwo) and presently by emerging concept of 'nation-state' (naród-państwo). In the last two hundred years Poland changed from a multinational and multi-religious country to a nationally and religiously homogeneous nation (over 90% of citizens are of Polish nationality and Roman Catholic). Its geographical borders shifted to the West by surrendering to Soviet Union equivalent area in the East. The Germanization and Russification policies of the partition period, were replaced by the socialistic policies of the communist government, finally changing to the recent policies formulated by an independent political system.

There is no such thing as communal thinking or common reader. Libraries are used by individuals, who share a common culture. In the eighteen and at the beginning of the nineteenth century peasants did not participate in the national culture, although they communicated in Polish, shared the same religion, were attached to the land as a symbol of freedom and lived in homely surroundings based on local traditions. The communist policies destroyed this environment in an attempt to change the social structure of the nation. The libraries, as 'the social memory of the society', were controlled and used for ideological purposes in the political process of remaking the society. In the struggle to free the nation from totalitarianism, the Church preserved

historical traditions, while the solidarity movement opposed disintegration. The increase of readership, following the political thaw of 1980 did not contribute to the strengthening of the national unity, because the activity was limited to small groups of cultural, political or religious readers. The social and political environments were developed by intelligentsia; the workers and peasants did not join that environment till after 1980, when they contributed new elements to the political and artistic culture of the country.

As the result of communist indoctrination, individualism is not popular. The library is responsible for introducing its patrons to the national and universal culture by making available to them the knowledge of the national past. Presently the library struggles with the conflict between 'high' and 'mass' cultures, which exist in spite of the elimination of illiteracy, and free access to libraries. The main reason is a shortage of the intelligentsia that was decimated during the war, and isolated from the rest of society by communist policies. Television provided an alternate form for participating in the culture, while the politicization of all aspects of life, including librarianship, lowered general cultural values.

The government influences culture by (1) legal acts, ideological and political declarations, (2) policies of allocating funds to different geographic regions, (3) preferential activities of local governments, (4) socioeconomic planning, (5) formulation of theoretical models, (6) moulding public opinion, (7) development

of the mass means for cultural communication (eg., state supported television) and (8) instrumental treatment of the culture, disregarding its needs for financial support.

During the communist period, libraries maintained relative autonomy; the most serious damage to the library environment was made externally by the politicization of the culture, and inter nally by destroying librarians' initiative. Now, the departure from planned economy to the market competition increases the opportunities for better public library participation in the life of the society, although the transformation from policies of state supervision to the social control of libraries will take considerable amount of time.

The lowering level of readership is the result of: (a) changes in the type of economy by elimination of family enterprise in 1948, (b) increased demand for woman's workforce created by the industrialization, (c) encouragement of women to work outside their home, (d) peasants' poor adaptation to fast changing working conditions that provided more leisure time, (e) weakening of village society, (f) government performing the role of the distributor of wealth; with society approving the concepts of equality and social justice, but opposing antireligious policies and limitations of freedom, that forced withdrawal of the intelligentsia from social life, (g) generational conflict in viewing the national past, (h) lowering the prestige of parents' occupation, (i) popular interpretation of culture by television.

The social structure changed. In 1918-39 people with high

school education played an important social role, today the social standing of this group is lower than that of the qualified city workers. In the same time the women were the main source in educating children, by teaching them Polish history and culture and by nurturing development of the new intelligentsia. This class of citizens will determine the future of books and libraries in Poland. The major social changes after 1945 improved the standard of living of workers and peasants, but their impact was limited by ideological dogmatism in schools, which was in conflict with the education and culture provided by books in libraries. The result was an overall lowering level of education and consequent lack of interest in reading.

In a market economy, the assumption that the essential function of libraries is to provide reading material in education, science, technology and economy is justified. In reality, such view was however, not applicable to the socialistic system, in which political censorship, poor economic performance and insufficient communication system negated official propaganda. For example, the communist government began computerization at the time of scant economic resources, thus limiting the use of computers to science and technology only. The issues of information must be considered not only in the technological context but also in the sociological, psychological, cultural and political environments of the society; censorship and secrecy prevented its application in education and in libraries. The most difficult task of the library today is the provision of information to

science, because its information needs are individual and yet not fully understood.

Negative impact of communist mentality on librarianship was evident in the distinction made between politically motivated appointments and requirements of the job, favoritism, heavy work load and low pay. ('The government pretended to pay for the work, and we pretended to work'). The librarians accepted the concept of the library for librarians rather than for its patrons. The behavior of staff was characterized by passivity, submission to governmental bureaucracy and a negative attitude toward theoretical and philosophical approaches to librarianship.

Although library mirrors its society, librarians preoccupied with their internal affairs are blind to societal changes. A departure from the nationalized culture will require philosophical reevaluation of librarianship in its new environment.

1d. Theory and practice of librarianship.

In her manuscript for library practitioners, prof. Kołodziejska reflects on the essence of librarianship, its social relations and role in the culture, communication and information.[B27] The library can be interpreted as an organization in the information system; its nature is determined by the library politics on issues ranging from the principles of developing the collections to the decision on automating library processes.

1e. Research.

Consideration of librarianship as a separate branch of science is based on a twofold approach.[B25] In one view library science

is considered an integral part of the book science, the other view interprets it as a separate discipline, focusing on social functions of library activities. Librarianship has its own theoretical foundations and methodological principles based on historical and social sciences of sociology, pedagogy and economy. In communist system library research was collective, individual scientists were working within specially organized scientific institutions. Political influence of the library association on research was significant, concentrating on the study of periodical press and reading habits, with fewer studies related to the development of public libraries and organizational problems of librarianship.

1f. Reading.

The changes in attitudes toward reading and libraries were prompted by democratization of Poland after 1989. They are discussed by prof. Kołodziejska in terms of the two prevailing philosophies of romantic tradition emphasizing nationalistic agenda for independence and the recent free market philosophy.[B30] The author claims that the spirit of romantic rebellion lasted from the partition of Poland, through the period of independence, up to the time of Polish solidarity.

The concept of the free market had a significant impact on publishing activities. Free from political censorship, private publishing expanded and reading interest increased. The problems related to free market are seen in its limited interest in non-marketable publications, in negative impacts of mass media on

'high culture', and in weakening financial governmental support for public libraries. The author argues for the limited governmental support of libraries to maintain cultural policy. Such a policy is needed in Poland, since the traditional culture is not based on self-support, and private philanthropy is not yet developed.

1g. Example: The Institute of Books and Readers.

The theoretical and empirical studies conducted in the Institute of Books and Readers illustrate the needed type of library research in the fields of librarianship and readership. The Institute's activities include cooperation with libraries in formulating educational programs and with libraries abroad in developing plans for new technologies.[B28] The Institute concentrates on the information, documentation, library profession, organization of work, specialization in children literature and in the history of readership.

2. Dr. Zarzębski's legalistic interpretation of library science.

2a. Polish library law.

The impact of governmental politics on the development of librarianship is succinctly described in dr. Zarzębski's book on Polish library law.[B46] The book contains over fifteen hundred acts that defined relationships between the government, society and libraries. The laws gathered in this book include normative acts (statutes and decrees) and interpretative acts such as circulars and instructions, mainly in the administrative and work laws, which regulate organization and functions of libraries.

However, some of the laws were not always implemented and carried few sanctions.

The three basic library laws, which created foundations for the future legislation are: the Act of 1773, the decree of 1946 and the library statute of 1968.

The legislation discussed in the book covers three periods of Polish independence, the periods of foreign occupation were omitted because of insufficient documentation.

In the period of 1773-1793, the Commission of National Education, was responsible for managing the properties confiscated from the Jesuit's order and for supervising the educational system inherited from them. This included schools and public libraries and the Załuski Library, considered a national library. Commission's major legislation included obligation of the publishers to deposit copies of new publications in the Załuski Library, instructions concerning collections and services to schools libraries, development of central catalogs and creation of the position of university librarian with the rank of a professor. The legislative interpretation of the role of libraries in science and teaching was the first in the world government intervention into private educational systems and first direct involvement in the national educational programs developed for all citizens.

The 1918-1939 period that followed the one hundred twenty three years of occupation, required the government to concentrate on (a) geographical, political and social unification of the three

regions ruled for the last century by different invaders, (b) stabilization of the country's borders and (c) repulsion of the Soviet invasion. These tasks were constantly interrupted by worldwide economic and internal political crises. Legislation focused on specific issues such as (a) protection of libraries, historical and cultural national relics, (b) unification of cataloging procedures, (c) creation of the National Library (1928) with the responsibility for protecting old books and acquiring newly published copies, and (d) establishment of new public and special libraries. The supervision of libraries was assigned to different central governmental agencies. The Association of Polish Librarians closely cooperated with the government in developing new legislation. However, the period of independence was too short for developing unified library policies.

The communist regime of 1944-89 is characterized by the efforts to centralize all state agencies and to unify multiple library legislation. The period is divided into three phases.
(a) Polish Peoples' Republic (1944-49).

The post war enthusiasm stimulated the plans for rebuilding library system, updating prewar legislation, creating subsidies for libraries, regulating working conditions and librarians salaries, opening the first library school and differentiating between several specialized libraries. The most important was the 1946 decree that addressed the security and restoration of library collections and introduced the concept of a unified

national network of libraries. The period was however marked by political conflicts between the government's policy to politicize the library services and librarians' efforts to develop legal and financial foundations for the development of library services. But in spite of these controversies, the decree of 1946 became the foundation for the future development of libraries.

(b) The period between 1950-1967.

This period is characterized by the stalinization of the country (1950-54), direct interference in the internal affairs of libraries, ideological indoctrination, personnel appointments and control of library procedures and policies. The unified library policy was dismembered, creating separate networks for different types of libraries. Public libraries were subject to constant administrative reorganizations. The best treated were the school and pedagogical libraries, directly responsible for training new types of citizens. Industrial libraries, initially created for the exclusive use of their workers, were later linked with public libraries. Special libraries were dedicated to the informational services for scientific institutes. A position of a diploma librarian was established in the university libraries. Among the most important legislation were (a) the Government resolution of 1953 to establish a network of special libraries information services (INTE) and the resolution of 1960 to define the organizational status of these networks. In this period libraries grew fast with small financing and low pay, aiming at mass education and political control.

(c) In 1968-89 period, the dominant legislation included Library Act of 1968, which identified libraries' national importance in educational and cultural activities, by assigning them responsibilities for (a) bibliographic and informational services to scientific research, (b) popularization of culture and (c) assistance in occupational education. Each assignment was given to different types of libraries. The Act of 1971 provided government regulation for the development of scientific, technical and economic information system. The legislative processes were suspended by a strict military control of all phases of country's life during the state of war.

In the independent Poland, (since 1989) new library legislation focused on the improvement of readership and access to information by creating special libraries, reading rooms and information centers. The library policies were formulated in the context of a nationwide reorganization of political and administrative system. The new librarians' status and corresponding pay scales were set. However, severe economic conditions of the country forced the government to reduce significantly financial allocation to libraries. This resulted in closing number of public libraries and liquidation of the Central Information System (INTE) as an ineffective system.

2b. Dr. Grycz leadership.

Dr. Zarzębski reviewed the development of modern Polish librarianship in the context of the work of a prominent Polish librarian, J. Grycz (1889-1954), past director of National

Library and of the General Libraries Agency.[B45 N13]

Among dr. Grycz major accomplishments were: (a) planning preservation of Warsaw's libraries collections, (b) reconstructing the postwar National Library, (c) designing the Public Library Act, (d) initiating microfilming library collections, (e) standardizing cataloging rules, (f) defending professional status of librarians and (g) advocating expansion of free access to libraries. But the most important contribution was his modern viewpoint on librarianship, by seeing the unity in the diversity of libraries, the view that required constant modifications and adaptations of library education and services to to changing conditions.

The centralization and political dictatorship in the communist era created fear of initiating any changes in planning and administration of libraries. This attitude resulted in a chaotic and wasteful development of a variety of libraries, often supervised by dilettantes. Today, the profession missed the leadership of the dissolved General Library Agency, which could develop legislation adjusted to the present needs.

(d) Meeting with the faculty of the Institute of Library Science at the University of Wrocław.

The following professors participated in the discussion: Zofia Gaca-Dąbrowska (history of libraries in the 19-20th c.), Kazimiera Maleczyńska (Renaissance of the 19th c.), Marta Spalska

(bibliometry, scientific information), Józef Kosiński (history of libraries and literature), Krzysztof Migoń (Director of the Institute and the leading representative of the science of the books, bibliology), and Anna Żbikowska-Migoń (bibliology and history of books).[N14]

The subjects discussed at this meeting are arranged in five groups, with only occasional references to particular participants.

(1) The concept of the philosophy of library science.

The discussion begun by questions asked about the concept of metalibrarianship.[N15] Does the model interprets the philosophy of library science as a mission, or as something else? Does it refer to a theoretical discipline, or to a group of practical issues? In what sense the model differs from prof. Migoń's approach, in which librarianship and library science are parts of a broader discipline of bibliology? Prof. Migoń theory is in the science of books, is mine in the science of the library? Does the model concentrate exclusively on matters related to the library field?

I summarized briefly the proposed model, in which I attempted to build a superstructure, bridging library and information sciences. In the model, once fully developed, the philosophy of library information science will address the metaphysical essence of the discipline, with information science as its theory and the rules of librarianship as its practice. This approach implies a distinction that is also made in other applied sciences, as for example, in medicine, distinguishing between the philosophy, theory and practice of medicine. The function of philosophy is

here understood as an approach that unites librarianship, library information science and library practice into a unique discipline in social communication of knowledge.[N16]

In contrast to the nineteenth and the beginning of the twentieth century theoretical library literature, there is a noticeable lack of theoretical research in today's library science. Prof. Migoń sees the reason for this inadequacy in the bibliocentric approaches to the discipline by writers who avoid making their views explicit. He noted, for example, that the critics of his own works, themselves write a lot, but without exposing their own ideological position. And it is because of that, that it is difficult to find in the contemporary literature satisfactory expositions of the philosophy of librarianship. The same is true of contemporary Germany, were one find many practical manuals but few theoretical publications. Aware of the complexity and ambiguity in definitions of library science, everybody circumscribes his or her views on this subject. We witness developments of many models in bibliopsychology and library related economics or sociology, but all of them lack centrality.

2. Concept of library philosophy in U.S.A.

Prof. Migoń noticed that in the American terminology, the expression 'library science' is an all-inclusive term, referring to all aspects of bibliology and library information. For example, The Journal of Library History, Philosophy and Comparative Librarianship, discusses all aspects of book culture,

emphasizing this approach by later changing its title to Libraries & Culture.

The first American institution that propagated the philosophy of library science was the Graduate Library School at the University of Chicago in the middle twenties. The approach was based on the sociological viewpoint, and was represented by scholars such as P. Butler and his students Carnovsky, Shera, or Danton. However, till today, American theoreticians who focus on the philosophy of the discipline are in substantial minority, and there are no commonly accepted conceptual theories of the field. The preoccupation with the practical issues and pragmatic approaches may be explained by a relative recency of libraries in the country, as compared with the long European book tradition.

American librarianship leads in the development of information science and in adaptation of computers to library work, exchanging the concept of philosophy of library science for the pragmatic information theory. Prof. Migoń maintains that although information science addresses many important technical issues, it does not deal with the essence of the discipline. The library research concentrates on the issues in information, history of libraries and their technologies.

3. Concept of library philosophy in Poland.

In Poland the term 'bibliography' covers not only practical activities, but also the theory of document description and information transfer; library practice refers to the processes of the transfer. Many doctoral dissertations address historical sub

jects, partly because that field is well defined. One reason for the shortage of theoretical dissertations, especially on the higher post doctorate level, is the process itself, which last long and requires many professional and economic sacrifices.

4. Terminology.

In Polish nomenclature, the term 'librarianship' refers on the practical level to the rules of library operations, on theoretical level, it relates to the principles and conditions for efficient library operations. The subject of study is the written communication, not limited to the literature per se. As a complex discipline, library science encompasses several subjects, problems and methods borrowed from other fields in building its own theory. This creates many problems, because the approach incorporates number of different theories representing different scholarships. Any research in library field is criticized by others, often nonlibrarians, for not reflecting their own methodology. In such environment the discipline has difficulties in defining itself.

The approach based on the concept of written social communication allows for studying the issues relevant to library and information sciences that are detached from the physical book. In the past there was only one major topic, the book, today it is expanded to a plethora of different subjects.

There is an attempt to bypass the terminological problems related to the use of the term 'library' as a physical institution, by searching for more independent terms such as eg.,

'mediateka', which better describes the field as a center for different media. However, all new terms should be acceptable to the profession. Modified old terms that agree with their conventional use are preferred to the newly-coined words. For this reason, prof. Migoń insists in using the term 'bibliology' because it describes many aspects of the discipline's essence, from the book as a historically first tool for recording knowledge to the present interpretations of the discipline.

5. Conclusions.

Prof. Żbikowska-Migoń was pleased to hear that we are now talking about the philosophy of the discipline rather than exclusively about the theory of library practice. Polish scholars have difficulties in following discussions on this subject in United States. Similarly, in Germany, where theoretical approach was once well developed, now not much is written on the subject. The disappearance of theoretical studies can be considered a professional illness. She thinks, that by changing the term "bibliographic theory' into 'social communication' will allow for encompassing in one model all aspects of librarianship, library and information sciences, with information considered not in terms of computer science, but as a part of humanistic studies. The relationships between these disciplines can be presented to students in a form of Vann's circles, each representing one of the traditional approaches. Probably, from now on, we can stop referring to the barriers that unnecessarily divide these disciplines.

In his book The Science of the Book, prof. Migoń discusses the structure of library science, the subject of its research and methods.[833] He documented historically the extend and integrity of the bibliological subject-matter, emphasizing that the theory and empirical content of bibliology are also important to other disciplines. Book knowledge is not limited to the cognitive objectives, it also serves the needs of social practice by creating and disseminating books and the thoughts contained in them.

The three terms, 'the science of the book', 'book knowledge' and 'bibliology' are used in this book interchangeably. The bibliography describes and lists books, library science studies the functioning of libraries, while the book science focuses on the book and its environment. The book is the central concept in bibliology, but simultaneously it is also the subject and the object of book research, the tool and the symbol in the politi cal, cultural and social environments. The book, the most important and multifunctional form of graphically recorded information, designated for repeated reproduction and transformation of thoughts in time and space, cannot be universally defined. Its essential elements are: writing materials, graphic notations, broadly defined content (that includes editorial and artistic format, critical and bibliographical apparatus) and its function in the social communication between itself and its readers. The book is a conveyer of the human thought, 'a product of the materialized graphical cultural contents'.

Although library science is not fully contained in the

framework of bibliology, it nonetheless shares with other disciplines, such as information science, some aspects of book science. All of them embrace (a) sociological issues such as sociology of libraries, the library profession or readership; (b) issues related to the book culture (ideological and scientific level of the book, its style, composition, political aspects, etc.); (c) literature (bibliographical data) and (d) bibliological analysis (editions, reissues, chronology, social roles of literature). On the issue of theory, or rather of a philosophy of literature, the value of literary writing depends on the type of work and its recipients. The science of literature (its theory) closely resembles the rules of communication processes (Who says what in which channel to whom with what effect'-H.D. Lasswell). In the literature, the fundamental source is the author and his work, followed by the reader; in the book science, the work is first, followed by its creator, intermediaries (booksellers, librarians) and the readers.

The term 'history of the book' was introduced by E. Verdeta in 1861 as a study of the unity of book's form and content. This concept was presented in the context of the history of communication through books, and bibliological processes in creation, dissemination and use of books, their functioning in society and their dependance on cultural and scientific governmental politics and social needs. The relationship: 'the content of the book -- intermediaries between the creator and recipient of the book--the reader', constitutes the constructive axes in the historiography

of the book. The major task of the bibliography is to describe and inform the reader about the book universe. The bibliography shifts from 'librography' (ie., from the description of the book form) to ideography' (ie., the description of its content). This situation is not changed when bibliography converts to documentation or information science.

The origin of book knowledge can be traced to the study of book materials (papyrology, paper-making), its alphabet (palaeography), ornamentation (illumination, illustration, bookbinding), handwritten books (manuscripts, code interpretation) and studies of incunabula. In these disciplines the most directly related to bibliology are the elements associated with the book's role in a society. The history of printing (its forms) and bibliography (description of books' function in society) have important indirect impact on bibliology.

In the seventeenth and eighteenth centuries, the knowledge of books and libraries was identified with the science of classifying knowledge. In it, written bibliography reflected the status of knowledge and information about it, especially in the scientific writings and in the history of scientific books. The library rules existed already in antiquity, the bibliography emerged in the second part of the eighteenth century, library science in the second part of the nineteenth century and bibliology toward the end of that century.

Bibliography is today interpreted as a theory and practice of listing and describing books. Debure distinguished between (a) a

book as the expression of material culture and technology and (b) as a carrier of spiritual content. Peignot described bibliology broadly, by including in the definition, the creation of the book, its typography, science of writing, history, literature etc. French interpretation of bibliography as a general science of the book was also accepted in Anglo-Saxon countries. Some German (eg., Ebert) and Polish scholars (eg., Lelewel and Estreicher) included in the concept of the bibliography all elements of bibliology. Estreicher considered bibliology as a theory of bibliography, which identifies the research and practical objectives and emphasizes the integrity of book knowledge. Martin Schrettinger introduced the term 'library science' as a field dealing with organizational issues to satisfy literary needs of the library patrons. Karl Dziadzko included in the term all the elements of use to the librarian.

With the emergence of educational librarianship, library science incorporated in its studies elements of human knowledge, which developed as a science of libraries, parallel to bibliology. In Anglo-Saxon literature, the term 'library science' (library economy or philosophy o librarianship) covered both approaches. Today, library science concentrates mostly on organization, technology, functional aspects of library, information and communication sciences. Since 1974, library science and information science are separated from bibliology.

In Poland, the term 'library science' was introduced by W. Górski in 1862, and was considered by Lelewel and Estreicher as a

part of bibliography, and later, by M. Rulikowski, S. Vrtel-Wierczyński and J. Muszkowski, as the aspects of bibliology. In the period between the wars two directions emerged in the theory and practice of library science: (a) educational librarianship, interrelated with pedagogy and psychology (H. Radlińska and J. Grycz), and (b) scientific librarianship (A. Birkenmajer, A. Łysakoski and S. Wrtel-Wierczyński). In postwar Poland, library science is defined as a science that studies conditions and principles of effective library operations, incorporating all elements related to the library and librarianship (M.Dembowska); the library as a cultural institution is the subject of library science research (J. Kołodziejska).

Polish bibliology from its beginning was based on the bibliography as a functional science of the book (J.S. Bandtke, P. Jarkowski, J. Lelewel, A. Bohatkiewicz, K. Estreicher). The contemporary theory of functional bibliology was initiated by K. Piekarski, stressing the production and consumption of books and mediation between the author of the book and its reader. K. Dobrowolski underlined its sociological aspects, S. Vrtel-Wierczyński the content as the essence of the book, S. Sierotwiński its function, Łysakowski the usefulness of the book in influencing the reader and the society, as a humanistic, not technological, process. K. Budzyk interrelated bibliology with the study of culture and literature, J. Muszkowski expressed the preference for the integrated notion of bibliology, K. Głombiowski emphasized the relationships between books and library

science as a part of bibliology in the area of readership.

M. Lisowski was the pioneer of bibliology in Russia, using this term for both bibliography and library science. A Łowiagin treated bibliology as a psychosociological science, a tool in the communication processes, composed of genetic history, morphology and dynamic influences of books. M. Kufajew wrote about philosophical problems, and differentiated between general discipline about books and bibliology as bibliosociological theory in the book's science, its philosophy and methodology. The Marxian methodology and terminology introduced the concept of the book's class origin and its social function, as an ideological tool. Nowosadski differentiated between the content and material form of a book and its social function, connecting methodology of bibliology with bibliographical technology and statistics.

As a science in social communication, bibliology studies communication processes of the book, using functional method as a relation between its structure and function. It contains elements of historical method (the origin of events), methods used by exact sciences (their correctness) and elements of humanistic and sociological analysis (their purpose). Bibliological methods include methodologies of the bibliography (in description), of typography (about print), and subject and typological analyzes. They are also applied in the historical studies of philosophy, social consciousness (reflected in political, national and social struggles), culture, literature, psychology, sociology and pedagogy. In the history of art, the book is considered as an art

product. It is difficult to distinguish specific disciplines in communication, because information science (informatology), as a part of social communication, lacks systematic hierarchy.

Science of social communication begun in the seventeen century and was soon subdivided into documentation (documentology) and information science (informatology). The science about information (informatics) is composed of a variety of contents (mathematics, statistics, cybernetics, computer science, etc.). The science of scientific information (informatology) is divided into (1) general science of information that focuses on the subject and methods of research, the structure and characteristics of scientific information, (2) scientific communication (scientific and informational processes), (3) location, dissemination and use of scientific information and (4) organization and history of scientific and informational activities.

In the scientific communication, scientific information and library science constitute two major and independent disciplines: the former concentrates exclusively on scientific communication, the latter covers all aspects of social communication. The book contains potential cognitive, ideological and esthetic elements of knowledge, while knowledge is dispersed in other media of scientific information transfer. Both disciplines have their own research subjects. In practice, bibliology supplies primary documents, the theory and information practice provide derivative documents, obtained by shortening and coding primary documents. Informatology does not examine the content of information. The

old concept of pre functional bibliology, by abstracting from the book content, hampered the development of the discipline.

In summary, theory and practice of scientific information emerged from the bibliography and library science; the bibliography serves humanistic and social sciences; scientific information assists natural and technical sciences; informatology is a part of the science of sciences. The library deals with concrete documents and focuses on their use; informatology concentrates on improvement of the total scientific communication system. The library informs about information sources, information centers provide the sources of information.

Prof. Migoń assumes only partial interrelations between research areas of bibliology and informatology. However, he also recommends cooperation in developing methodology and organization of research facilities in the areas of mechanization, automation and professional education, paying special attention to the new functional methodology of bibliology.

Prof. Gaca-Dąbrowska is interested primarily in the theoretical bases of library science, interpreted as a triadic unity in the relationship 'book-library-reader'.[87] The essential elements of the discipline are the organization of library collections, the users (readers), library apparatus (catalogs, files, directories, etc.), librarians, library buildings and their equipment. The all encompassing component is the library itself, within which all other relations are examined.

The subject-matter of the library science research consists

of: (a) definition of primary concepts, classification and typology of libraries, structure of the field, qualitative and quantitative normalization; (b) social significance of libraries, library legislation, library propaganda and pedagogy, (description, analyzes and explanation of the educational role of libraries); (c) library processes and their organization (gathering and preserving library materials, typology, and hygiene of library environment); (d) library systems (library politics: the aims, effectiveness and optimization of library services); (e) library profession (pragmatics and sociology of the profession, education, personnel system, working environment, professional affiliations, social prestige); and (f) operational environment (buildings, equipment, finances and application of new technology).

Similarly to prof. Migoń's view, prof. Gaca-Dąbrowska considers the concept of 'librarianship' as synonymous with 'library science'.[89] In both approaches the focus is on the effective fulfilment of social roles. Librarianship is a pragmatic phase of library science and contains established principles of operations.

In Poland, the theoretical foundation for the science of libraries was first formulated in 1809-1831 lectures on bibliography (bibliology), which provided practical definitions of both, bibliography and science of librarianship.[N17]

Lelewel's lectures titled 'library science as bibliology' addressed (a) rules, regulations and arrangements of library

collections, (b) library function and organization, (c) principles of alphabetical classification and cataloging, systematic catalog, description of manuscripts and old books. Both bibliography and librarianship were considered as independent disciplines. The major function of the librarian was to organize, preserve and safeguard collections, rendering them accessible was less important task.

Bohatkiewicz maintained, that bibliography and its component, librarianship, are complex disciplines. Dunin-Borkowski separated technical aspect of library science from its scientific part. W. Górski, who introduced the term 'library science' in 1862, maintained that library rules are the results of theoretical reflections on library practice.

Estreicher used the terms 'librarianship' and 'library science' interchangeably. In his lectures he included the discussions of the history of writing, handwriting and printing, descriptions of libraries and their organization together with 'systematology' (classificatory systematization of written documents). He divided librarianship into two sciences: about librarianship and about libraries. F.M. Sobieszczański maintained that the librarian in his public service must be free from political and religious biases.

Significant increase in the historiography of libraries took place in the second part of the nineteenth century. The emergence of library science was evident in the procedures of large humanistic libraries. At the same time a new direction in library

science developed abroad. It reflected major social changes of the period (industrialization, increased readership). Specialized scientific, technical and public libraries followed the new informational-bibliographic approach by focusing on documentation of scientific information, on readership, economy of efficient library operations, and on the problems of cooperation between libraries. This development was delayed in Poland till 1905 when, following H.Radlińska's research of the status of Polish public libraries, the activities in Warsaw Public Library and People's University in Cracow, significantly expanded. The Association of Polish Librarians offered lectures on library science at the Free Polish University, in which historical studies were combined with the research on practical library problems.[N18]

In the period of 1918-39, the progress in library science was slow. Its scope was somewhat expanded by inclusion of new research methods and by resolving library technical problems not by new theories, but by improvements in the methods and working environment of library operations. The theory of book knowledge was accepted as a legitimate discipline within the book science, differentiating between the needs of scientific and educational libraries.[N19]

Education of librarians covered knowledge of books, bibliography, libraries and the competence in some nonlibrary fields. The theoretical approach to the studies of social needs for library services was initiated by two lectures. Łysakowski in 1929 discussed organizational norms of scientific libraries based

on the scientific principles of work, related to the actual needs of library users. J. Muszkowski analyzed costs and efforts needed to incorporate old prints to library collections. In educational libraries, the reader became the center of research.[N20] Major theoreticians in library pedagogy were (a) H. Radlińska, who popularized the theories of M. Rubikan and W. Hoffman, (b) J. Stemler who concentrated on the problems of work organization, (c) L. Bykowski who interrelated these studies with biblio-sociology, and (d) M. Łodziński, who examined traditional library problems in the framework of its history. The new research methodology included historical and comparative methods, with major focus shifting from the library collections themselves to the relationships between the book and its reader. Library politics, based on Polish tradition, aimed at the development of library legislation, which would standardize library activities.

Library science distinguished between: (1) the general theory focusing on the systematization of the discipline, (2) descriptive research on library profession and librarians' activities and (3) pragmatic approach based on library experiences. Library politics, defined as management and setting directions, referred to practical sociology (Bykowski and Łodziński) and centralization of libraries, already introduced by the Commission of National Education a century ago.

H. Radlińska considered educational librarianship as one of the most important aspects of cultural democracy. It provided non-political and a widely accessible library, with librarian serving

as a conscious organizer of readership and guide through library collections.

Contemporary librarianship interpreted development of libraries abroad in the context of tradition and in terms of possibilities that existed in Poland. Research methods used historical, sociological and experimental approaches.

Library science as a practical discipline emerged from the empiricism of concrete library activities.[88] Librarianship was considered not a theoretical science but a practical art based on theoretical foundations of humanistic technology. All theoreticians of the day considered bibliology as a science of books, which included: (a) bibliography (history and systems of bibliography), (b) library science (history, statistics, library description and law), (c) librarianship (library technology, architecture and cataloging) and (d) bibliophilism (history of books, manuscripts, old prints and binding). After 1927 'philosophy of the book' was added as an integral part of librarianship. It was a shift from the nineteen century historical and bibliological studies to the emphases on organizational issues.

In conclusion, library science was formulated as a practical and complex discipline, based on book knowledge, history, sociology, pedagogy, psychology and scientific organization of work. It encompassed all types of libraries, and focused on the reader, thus blurring the distinctions between librarianship, library science, the theory and practice of the discipline.

Prof. Kosiński, in his statistical study of relationships between the evolution of science, publishing and scientific libraries, demonstrated that any major change in the political situation of the country is followed by a corresponding departure from the normal level of development. This principle was illustrated by the statistical description of the impact of political and cultural environments, especially during the periods of occupation, on the overall development of Polish librarianship in the last two centuries.[B32]

(e) Dr. hab. Wanda Pindlowa.

Dr. Wanda Pindlowa is Director of Postdiploma Information Studies in the Department of Librarianship and Information Science at the Jagiellonian University.[N21]

The discussions, carried on more than one occasion, covered following topics.

1. Philosophy of librarianship.

Dr. Pindlowa agrees that there is a need for library philosophy that would provide a model for the affirmation of the library as a discipline. Today's librarianship consists of a conglomerate of different disciplines. However, philosophy of librarianship considered as an ideological mission is too broad a concept. It ought to be understood in terms of relationship between knowledge and individual library patrons. She hopes that the younger Polish scientists will be able to develop such a philosophy, adjusted to the theoretical and practical needs of the discipline.

In the communist period, everything in Poland was explained in terms of Marxist philosophy, discouraging Polish librarians to philosophical analyses of librarianship. Secretly, scholars referred to Popper's model of three worlds, but officially only his methodology was allowed. Popper's works did not appear in Polish translations till 1990's.

2. Polish library scholarship.

The modern Polish library's theoretical tradition began with the essays of Muszkowski, and continued through the writings of Głębiowski, Piasecki and recent work of Migoń in bibliology; and Kołodziejska in developing library science as a separate discipline. Bibliology as a theory will require the expansion of its research scope by including information. At the Wrocław University, which is the center for bibliological studies, this need is understood, and the school's curricula now include courses in information.

Presently, Polish librarianship develops in three theoretical directions, as bibliology, library and information sciences. Professors Migoń and Kołodziejska represent theoretical approach to the study of books and readers; prof. M. Dębowska focuses on scientific information as an independent discipline. Dr. Pindlowa interprets the theory of information more broadly, but is aware of a dilemma: she accepts the notion of integrating information with library science, but at the same time, is also mindful of the British scientists' complete separation of information from

library science, by concentrating on the mathematical and com puter sciences aspects of information. Furthermore, the computer science itself as a tool, has a significant impact on the internal structure of information science, by eg., expanding the access to information and by influencing its own theory.

Dr. Pindlowa does not make distinction between physical information in print form, and information free from the physical format, because such information can always be printed. The new interpretation of information does not change the form of the individual 'information' but it affects the discipline of information. Educational programs for librarians must combine methodologies of mathematical and computer sciences with psychological, sociological and historical approaches, thus interrelating the technical knowledge with humanistic characteristics of library users.

3. Terminology.

It is difficult in Polish terminology to distinguish between information and libraries, since the borderline between them is fluid. Both terms exist side by side without interfering with each other. The differences between them remind one of the debate about the superiority of Christmas over Easter Holiday. The distinction is a matter of theoretical priorities; librarians prefer a practical approach aiming at the satisfaction of library patrons. Similarly to Shannon's model, library model also refers to the transfer of signals, which however, are interpreted not as electronic signals but as relations between a book and its reader.

a. Library and information centers.

In the communist system, government tried to avoid the term 'library', assuming that in the new information system (SINTO) information centers will eventually replace the libraries. At the time, distinction was made between the concepts of information centers with their own library collections in industrial institutions and traditional libraries in schools and universities. Libraries gather collections, informational centers serve the industry by providing individual factories with the literature on the most recent developments in their fields. The theory of information combines the two approaches and is the subject of university research.

b. Scientific information.

M. Dębowska called the theory of information science 'informatology', but this terms was not accepted, and now the term 'scientific information' is applied to the theory and practice of information. The development of scientific information through automation of library work was channeled through the System of Scientific and Organizational Information (SINTO).

For Russians, and especially Ukrainians, the term 'scientific information' refers to Lenin's philosophy, in which information is considered as a theoretical concept. Michailov suggested the term 'informatyka', the term that was already used in Poland for computer science.

c. Information specialization.

Initially, the specialists in information centers were expected

to participate in the decision-making processes of their institution. In practice, however, they lacked technical knowledge and were ignored. It turned out, that the information prepared for institutions a priori was not utilized. For these reasons, as well as for economic shortages, organizational problems and lack of funding for purchases of foreign periodicals, SINTO collapsed. Although many librarians today think, that the system itself was a mistake, dr. Pindlowa maintains that it contributed to the development of information science.

d. Scientific information and library science.

Dr. Pindlowa does not separate scientific information from library science and considers the library as one type of information centers. However, such a separation between the libraries and information centers exists in large libraries. Often, reference librarians have no formal education as information specialists, that specialization is developed on the job. In general, librarians are passive, concerned more with the development of collections than with the service to library patrons.

Information processes are more important in research than in library practice. At the beginning many information practitioners were slow in developing their information skill; in communist system it was dangerous for an employee to distinguish himself at work, since that would run the risk of hurting his carrier.

In theory, information was supposed to develop from the top down, today it is build from the bottom up; individual libraries introduce their own computerized systems, which are later

expanded to other libraries. National Library, preoccupied with the issues related to the public libraries, did not lead the libraries in the development of automation, hence the discipline still lacks national leadership. The union catalog is slowly developing, also from bottom up, by individual university libraries in cooperation with other interested institutions.

The library automated system reflects random adaptation of available automated systems. For example, to utilize the Melon grant, the Jagiellonian University library was forced to choose a computer system from the only two companies available on the Polish market.

Dr. Pindlowa's relevant publications.

Dr. Pindlowa publications, discussed in this report, address some issues related to library philosophy and to the cultural and political environment of library and information sciences.

1. Information science education.

In her book, based on the doctoral dissertation, dr. Pindlowa analyzes the relations between informatology and pedagogy, focusing on the scope of research and on students education as the users of scientific information.[B34]

Education is shifting from teaching facts to familiarizing students with the methods of acquiring knowledge; the direction of research in information science moved from the nineteen sixties' problems in computerization to the psychological and sociological issues in the seventies.

In Poland, scientific information encompasses all theoretical

and practical issues related to information (gathering, documenting, processing, disseminating and making information adaptable to the need of its users).

Informatology, the term used interchangeably with the 'science of scientific information', is a discipline that reflects the structure and general characteristics of scientific information and the degree of its processes' conformity with the needs of social communication. The subject of its research includes planning, methods, forms, didactic measures, legal bases, effectiveness of the processes and formulation of general rules for these processes.

Pedagogy as the discipline (epistemological pedagogy) is an educational discipline. The foundation, structure and goals of education incorporate philosophical, ideological and political approaches in studying the best educational methods based on biological, psychological and sociological elements. The subject of pedagogical research includes goals (teleological or axiological pedagogy), ontological foundations, anthropological and cultural methodology, and philosophical analyzes. A distinction is made between the governmental, political, ideological, sociological, cultural and scientific education. Didactics is the discipline dealing with the processes of learning and learning itself (programs, textbooks and school aids).

Informatology and pedagogy share the issues related to: (a) transfer of information, (b) readability of the text, and (c) issues of memory and remembrance. Research in both disciplines

explains reality and develops techniques for its interpretation. Scientific information study the processes of information flow from the source to its user and the processes of optimizing that flow. In pedagogy the research concentrates on the problems related to the conscientious pedagogical activities, which include processes of teaching, learning and education.

The model of informatological structure consists of: (a) the foundations of the process: 'source--gathering--selection--scientific description--storage--finding--dissemination--user', (b) political, organizational and legal information systems, (c) practical application of processes: 'documentation--technology of preservation--strategy of search--education--propaganda/advertising--technology of multiplication' and (d) theoretical sequence: 'documentation--system and processes of information retrieval--science of social communication--methods of information storage--theoretical grasp of classification'.

Of interest to informatology are the following fields: (a) logical and linguistic (eg., in classification and indexing), (b) psychology and sociology (eg., behavior of the information user, his needs and traditional behavior), and (c) technical and organizational issues in the flow of information and in computer applications.

Pedagogy is concerned with: (a) theory and history of social and general education, (b) moral, vocational and professional education, (c) organization of school systems, (d) comparative, social, empirical and rationalistic pedagogy, and (e) political educational didactics.

The relations of informatology with other disciplines are evident in: (a) the origin and subject of research (bibliography, library science/bibliology, editorship and source-book); (b) the goals of research (psychology, sociology, pedagogy and neurophysiology); (c) the structure of educating the users (philosophy, cybernetics, the study of progress in human knowledge and general theory of systems); and in (d) the conceptual apparatus (logic, semantics, semiotics, linguistic, mathematics, mathematical theory of information, informatics, technical organizational sciences and management).

Pedagogy has special ties with philosophy. Philosophy reveals historical perspectives of the changing situations, their scope of freedom and it analyzes issues related to reality. Pedagogy addresses participation, responsibility and moral grounds for conscious participation in these situations.

2. The domain of information science.

a. Terminology.

The evolution of science is characterized by two processes: differentiation in the nineteen century, which isolated new disciplines, and integration in the twentieth century that combined different disciplines into inter- or super- disciplines.[B35] According to Pritchard, bibliometry is a communication process, that study qualitative sources in scientific information. It utilizes quantitative methodology and is concerned with the bibliographic units, their role and significance in written com

munication. The subject of its research is the analysis of the structure of document collection. In contrast, informetry, apply mathematical methods and concentrates not on the book, but on the scientific information only.

Scientific information is interdisciplinary. It studies information transfer from the source to the user, and includes library science, documentation, indexing and abstracts. Scientometry is a science of sciences, similar to the philosophy of science. It studies factual phenomena and the emergence of primary information. Informatology (science of information) studies facts, phenomena and processes of information transfer and the dissemination of scientific information.

b. Informetry.

Dr. Pindlowa discusses informetry in the framework of the science of information.[837] This is the first book on the subject, based on mathematical description of the status of informetric research in Poland for the period between 1980 and 1989. The close relationship between the two approaches is based on the use of mathematical language in the interpretation of computers technology.

Mathematics as abstract knowledge, is often compared with philosophy. Informetry applies mathematical methods for its research in the status of information, by analyzing its phenomena and discovering its laws. Bibliometry study the qualitative status of information in its developing stages. Scientrometry embodies both approaches.

Mathematical methodology and statistical principles are applied to research in science (Lotka), linguistics (Zipf) and in documentation (Bradford).

In Informetry these three approaches are formulated in the forms of laws. (1) Bradford says that the most important essays are published in the most primary magazines; the more general periodicals will contain more essays but of lesser importance. (2) Zipf maintains that the words with the highest frequency of use are the most popular, while words used less frequently determines the richness of a given language. (3) Lotka assumed that many people write, but only few of them achieve high prestige.

Mathematical methods in informetry include: (1) elementary algebra based on numerical constructions (eg., how many books were published in a given period?), (2) higher algebra based on set-theoretic constructions (eg., relational algebra), (3) mathematical analysis of approximation (eg., functions, differential equations), (4) combinatorics (study of random occurrences), (5) logic (Boyleans algebra, quantifiers), (6) calculus of sets and theory of relations (general theory of class), (7) theory of differentiable classes (the function of dependence), (8) descriptive and deductive statistics, (9) graphic methods (tables, graphs, etc.), (10) questionnaires, and (11) programs and algorithms (relations between elements).

Polish contributions to the development of informetry are still small, especially in the application of mathematical methods; the scope of practical research is narrow, and library interest in

informetry minimal.

c. Expert Systems.

Expert systems are part of Artificial Intelligence.[B36] Pascal invented a calculating machine based on the principle of a cogwheel; W. Leibniz incorporated binary system in his machine; Charles Babbage constructed an automated calculator (the differential machine) and later the analytical machine with punched cards; George Boole formulated the foundations of present logic; C.E. Shannon interrelated the behavior of electrical circuitry with Boolean logic; Alan Turing created algorithms of instructions for solving problems. The first computer was constructed by IBM and ENIAC; von Neumann compared the structure of brain with the computer configuration in a form of computer-like controlled memory. The term 'artificial intelligence' was first used in 1956 by Newell and McCarthy, referring to the machine simulating intellectual activities. Allen Newell and Herbert Simon developed programming language based on the logical theory of machine.

Artificial Intelligence is an applied, engineering discipline. Every expert system consists of five elements: (1) Knowledge base and facts or relations between them, connecting human expertise with engineering knowledge, represented by (a) generating systems ('if-then'), (b) semantical networks and (c) frames (headings for anticipated subject of a given content). (2) Work space (global base for information relevant to a particular problem). (3) Con trol mechanisms (rules used in search of solution, as a chain

strategy leading to a conclusion ('facts-rules-objectives'). (4) Interface in communication between systems and their users, and (5) appropriate programming language.

Expert systems are designed to cooperate with people but not to work for them. Their applications in scientific information, library science and bibliology help in selecting appropriate base for classifying, cataloging, management of records, library guides, professional assistance, etc.

3. Language barriers.

The language barriers between countries handicap development of international cooperation, and make information exchange difficult.[838]

The language shapes a view point, the domination of English language makes the dissemination of knowledge development in small countries, as well as the knowledge about them, difficult.

English language contains the largest amount of publications and most information sources. Postwar technological development in the U.S.A. dominates the world, and computer instructions written in English are now accepted by every country. Most authors cite their own work in their own language only, and citations to foreign publications in United States do not always identify the most representative Polish research.

For all these reasons, evaluation of scientific contribution of non-English authors based on the number of citations listed in the international indexes violates the democratic principles.

Meeting with students.

In the interview with a small group of students taking advance information science courses with dr. Pindlowa, the following issues were briefly discussed:

(1) Students interest in librarianship. Some students started their university education by studying history of books, or library science. All of them selected their specialization in scientific information after being exposed to computers. They consider scientific information as a separate discipline that concentrates on the automated processing of information.

(2) The term 'philosophy of library science'. The term was unknown to them, until they listened to a recent lecture delivered by an American library professor McGrath on building a scientific theory of librarianship. One student felt that the term makes sense, because it connects the philosophy with practice, by providing reasoned approach to library problems. Another student also thought that the term, similarly to 'philosophy of mathematics', is correct but is of no value to him. The third student maintained that the theoretical bases in library science are already well developed, but he would much prefer that they would be more applicable to library practice. There should be two separate types of courses offered in library schools: (1) practical courses preparing majority of students to library work, and (2) theoretical studies for a much smaller group of students. Dr. Pindlowa pointed to the terminological problems. In Poland philosophy is seen as a theory, there is still no appreciation for library philosophy, because it

represents much larger scope than day to day practice.

(3) The goal/mission of librarianship versus the function of library transfer. The term 'mission' can suggest an ideological approach. The word 'transfer' implies a more technical meaning. For some students 'mission' express an ideal, we are trying to achieve, which, by its definition, is beyond our reach. The other interpretation of the terms was provided by the policy of the communist government which expected libraries to provide universal education. Dr. Pindlowa added, that in that approach, similarly to democracy, the libraries offered free access to their collections. Although in theory the library was then considered an educational institution, in practice, the leadership positions were filled by people with political but no professional background, leaving the management of libraries to individuals who had no understanding of what the library mission was or ought to be.

(4) Impact of social environment on the development of librarianship. Students believed that books published on every political issue, should be preserved, because they represent the thinking of a particular period. Selection of books should always be adjusted to the actual needs of library users, and not to the political demands. All of them agreed that they have to be politically neutral in the performance of their library tasks.

(5) The concepts of library and information sciences. There are two views in Poland: one interprets everything in terms of library or information science, the other assumes that the two

approaches are similar. Both library and information sciences are already well established as parallel disciplines, each with its own literature, each contributing to the general knowledge. There is no need to build a theoretical superstructure. The separation between traditional librarianship and scientific information is seen in industry, where collected documents relate to specific information needs. In this sense, the roles were turned around. The information centers take advantage of library achievements, in a way similar to libraries in the past borrowing classification systems from philosophy, and now absorbing the concept of information from information science.

Present library students share many inferiority complexes caused by a lack of understanding of the library social role. For example, some students' colleagues feel ashamed that they study library science and when asked say that they study Polish philology.

(6) The professional role of the librarian. The participants in the discussion felt that they did not yet have sufficient experience to have an opinion on this subject. They think that librarians have some mission which however, is determined by the position held.

(7) The model of a librarian. The librarian should be well educated and had rights and opportunities for making his own decisions. The students would not like to be constantly involved in repetitive tasks, and because of that, they prefer to be responsible for a multiplicity of assignments. One student favor

employment in information centers, knowing that the job opportunities in that field are severely limited.

(8) The preparation for independent work in librarianship. All students agree that although some changes could be made in the way they were educated, they all are satisfied with the knowledge obtained in the school. They know that technology develops so fast, that the following generations of students will be better trained for library work than they are. The future will be the best judge of their professional preparation.

In her final remarks, dr. Pindlowa differentiated between technical knowledge and independent scientific work. In her lectures, she interprets information broadly, considering the library as one of the information centers. She feels the need for the philosophy of librarianship, which would also satisfy needs of information science. The goals of each approach are similar, both sciences attempt to satisfy the needs of the users. However, do the two approaches address the same issues? Debon pointed out that many people perform informational tasks outside the library, suggesting that information have a special character, that distinguishes it from librarianship. Probably the students who participated in this discussion, have chosen information as their specialization, not paying sufficient attention to the philosophical issues involved.

Sabina Arcisz is an assistant in the Department of Librarianship and Information Science at the Jagiellonian University. She completed her graduate work in library and

information sciences and philosophy, and is interested in the philosophical issues of the discipline. She was mentioned by some of my interviewees as a representative of the new generation of scientists who may contribute to the philosophy of the discipline. In her essays Ms. Arcisz discusses the philosophical bases of scientific information and identifies the subject of philosophical analyses, by asking the question: 'philosophical foundations of what?'[81]

Scientific information is considered either as an independent research discipline (informatology), or as one aspect of library science. Philosophical analyses of scientific information as such can be undertaken independently of its status as a discipline. The author accepts an empirical, descriptive definition of scientific information as 'that with which the professional people struggle and do research'.

In this essay the author focuses on the universal and fundamental philosophical basis of scientific information. The approach is humanistic (social) and empirical, the object of the research is the information itself and its relations with individuals or groups of information users.

Information is interpreted by the realists as concrete existence and by instrumentalists as a tool, a thought constructs. In Marxist interpretation, information is (a) a signal ('fluid information'), the content of the process that influences information, and (b) the structural element ('bonded informa tion'), the attributes of material objects. In the functional

system of cybernetics information also has a 'fluid' form (eg., Shannon's quantitative concept of information), or can be a 'bonded' (information structure, organization). In both approaches, information is a function of real systems (eg., social, cultural, scientific), which bring order to the systems' chaos. In the instrumental interpretation, information has no concrete existence; it is a creation of scientific awareness that provides an analytical function for information processes, relations, etc.

The research in informatology concentrates on the user of information, who shares common characteristics with other users. Epistemologically, information is here considered in its role of fulfilling information needs. In informational activities of the groups of individuals, the basic elements are the goals, means and methods of their accomplishment. They include: (a) real objects (users, workers and informational tools), (b) characteristics and relations between these objects (eg., effectiveness in information retrieval), (c) forms and methods of information processes, (d) processes of information transfer, and (e) information that satisfied users' information needs.

In Popper's model of three worlds, information activity consists of: (a) technical informational means in the first world of physical objects and states, (b) individual informational needs in the second world of the state of consciousness, and (c) the content of the knowledge contained in library collections or informational sources in the third objective world. In this

model, the process of information transfer connects the second world (the need for information) with the third world (scientific knowledge) through the assistance of the first world (technical means).

In the holistic viewpoint, the observer of the informational activities is always a part of that activity, thus suggesting a change of the paradigm from natural sciences to 'research through activity' (T. Wilson).

The author maintains, that understanding these relationships, the multiplicity of interpretations of scientific information will enrich the concept of informatology.

In discussing radical changes in library environment, the author points to: (a) development of new methods, based on different logic and (b) consideration of theoretical assumptions of library and information sciences, especially concerning the librarian's mission in his informational role.[82]

Two philosophical assertions should be examined: (1) that a librarian can fulfil his role only in a democratic society, and (2) that he or she is an intermediary (a mediator, a filter, a connector) between written, collected information and its receiver (user, reader, person). As a mediator, librarian is needed by the society, which maintains libraries for satisfying the needs of actual and potential users. The mediation implies the provision of appropriate information, at a proper time for an appropriate user. This role is based on the ontological assumption that there is no information without its receiver, and that

librarian facilitates the flow of information but not its content, and that he selects proper information within 'the information overload' for the benefit of his user.

Thus, (a) information cannot be provided in its pure state. (b) Librarian manipulates information according to his professional principles (not influenced by his own value system) and in the interest of an individual receiver of that information (based on the principle of 'no politics, no religion, no morality').[N22] (c) The essential characteristics of the democratic environment for the librarian are: people's sovereignty, government of the majority with full rights of the minority, guarantee of the freedom of speech and religion, absence of censorship, toleration, political pluralism, pragmatism cooperation and compromise.

(f) Prof. dr. hab. Jan Pirożyński.

Prof. Pirożyński was born in Tarnów, Poland March 7, 1936. He studied history at the Jagiellonian University (1953-1957), served as an archivist and from 1959 as a librarian in the Jagiellonian Library. He was an assistant director for prints and special collections (1979-1981) and director of the Jagiellonian Library (1981-1993). He received a doctorate in history in 1968, and in 1987 a post doctorate rank ('habilitacja') in the subject of modern universal history, both from the Jagiellonian University. He was appointed to the History Institute as a docent, and later as a professor. Since October 1, 1993 prof. Pirożyński is a professor in the Department of Librarianship and

Information Science of the Institute for Polish Philology at the Jagiellonian University. He is a member of many international scientific organizations, including Mainz's Gutenberg-Gesellschaft (Gutenberg Society). His scientific contributions consist of 126 publications, including 5 books. His research interests are in the history of books and libraries of the 15-18 c., considered in a broader context of the history of culture and science. He is also interested in the Polish-German cultural relations.

Since our discussion in Cracow encompassed several complex problems, prof. Pirożyński was kind to send me a written statement about his position on two basic issues posed to him by me: (1) the existence and the need for (a) a philosophy of library science and/or (b) a philosophical analyses of librarianship, and (2) the possibility of synthesizing the impact of cultural and political factors on the formulation, if not philosophical, then at least theoretical, foundations of our discipline.

Prof. Pirożyński's statement is important since he was the only faculty member interviewed, who completely rejected the concept of philosophy of librarianship, expressing the view that is probably similar to the views of many other Polish scholars and librarians.[N23]

1a. Every science requires certain theoretical superstructure and corresponding methodology. This also applies to library science, that is, to science of book (bibliology, book knowledge), library science and scientific information (used here is, different from

English, Polish nomenclature). The mutual interrelation between these disciplines is a separate, complex issue, and the views of the theoreticians on these questions are quite divergent in Poland as well as in other countries. Disputable for example, is the issue of including library science in the domain of science of book, or vice versa, consideration of bibliology as a discipline auxiliary to library science. Prof. Pirożyński is convinced that there is a fully justified need for the theories of book science, library science and scientific information. The term 'philosophy of librarianship' irks him personally. Admittedly, one talks about 'historiosophy', that is, philosophy of history, which determines the domain of the universal consideration of the historical processes. This however, is an exception in humanities. For obvious reasons, philosophy is self-contained, and the designations of the type 'philosophy of sociology', or 'philosophy of philology' would sound strange. It might be that English language allows for the term 'philosophy of library science'. In Polish this term sounds pretentious and a bit ridiculous.

1b. Prof. Pirożyński is of course of the opinion that there is a need for a theoretical (but not philosophical) analysis of library science. This is evident from what was written above.

2. The formulation of the syntheses of the impact of cultural and political factors on the moulding of theoretical concepts, on which the Polish library science is based, is of course possible, but not an easy task. Many factors had direct influence, the

foremost is the Polish own scientific tradition, followed by foreign, especially German and French, but lately, to an increased degree, also Anglo-American, influences. Undoubtedly, one can also detect some political influences, which after 1945, left its impact on the development of the whole Polish science, hindering its close relations with the science practiced beyond the 'the iron curtain', and promoting vulgarized Marxism and models indiscriminately taken over from SSR. Yet, Polish science never allowed itself to be completely subjugated to these political tendencies. It retained, although limited, independence and contacts with world sciences, and it also developed many original, significant contributions in library science, especially in the history of books, with many theoretical and methodological ideas introduced ahead of similar concepts emerging later abroad. Prof. Pirożyński does not recall any ideas developed by Polish theoreticians or promoters of library science, which were directly dictated by the ideological indoctrination or political pressure. It is obvious, that after the Second World War, cultural conditions in Poland - among them fast expanding networks of libraries, increased production of inexpensive books, the type of school and higher educational system - influenced the dynamic development of, numerous in today Poland, institutes and departments of library and information science. This dynamism must have also influenced to some degree the shaping of the theoretical conceptions in Polish library science. In summary, this is a very difficult subject, and

- as far as prof.Pirożyński knows - has not yet been described scientifically.

Prof. Pirożyński's most recent book[B39] is the first in depth study of the social communication in 16c. Europe. The author analyzes the transmission of, current at the time, political, economical, cultural and religious information, as well as the news about natural calamities, various gossips and fantastic tales that thrilled the society of those days. Furthermore, he presented specificity, circulation and spheres of influence of individual means of information transfer - official documents and information, correspondence and manuscript news, printed news and illustrated single-leaf prints. Pirożyński also discussed the elements that accelerated or impeded circulation of information (above all the censorship) as well as the structure and the mechanism of that circulation. The author described Poland's place and role in the flow of current information in Europe.

Other parts of the book contain biography of Jan Jacob Wick (1522-1588), Calvinist canon and archdeacon in Zurich, and provide a discussion of diversified and unusual collection of news, gathered by him and presently stored in Zurich's Central Library.

Next, the author introduced 'polonica', that is, news from 1560-1587 Poland, found in that collection, interpreting them against the background of contemporary Polish-Swiss cultural relations. The last part of the book is the catalog of 'polonica', containing among others, descriptions of many prints till now unknown in Polish bibliographies.

Current reviews of this book consider it to be a true scientific event, by pointing to its innovative methodology and wealth of cited, little known, or completely unknown, facts.

(g) Prof.dr.hab. Jacek Wojciechowski.

Prof. Wojciechowski is Director of the County Public Library in Cracow and a faculty member of the Institute of Library and Information Sciences at the Jagiellonian University.

To avoid an impression of possible disunity created by direct transcription of the interview with prof. Wojciechowski, the issues raised by him are here rearranged topically and augmented by the comments made in his letter to me of February 18, 1996.

On the philosophy of librarianship.

Prof. Wojciechowski maintains that the philosophy of library science is necessary (a) in the search for fundamental principles and mission of librarianship as an institution of social communication and (b) in professional education of librarians. He suggested a more convenient term, 'bibliosophy'.

The concept of bibliosophy has sense, because there is a need in library science for identifying its ideological premises. In spite of that need, only a small group of librarians thinks about the profession in a more theoretical framework, mindful of the lesson learnt during the communist period, that excessive ideology coerced even the wisest people.

Important in discussing bibliosophy is the question 'Whose

bibliosophy?' Prof. Wojciechowski considers the government, society and librarianship as the three basic political factors which more or less consciously, shape the definition of bibliosophy. It is important to determine the relationships between them, especially in the area of public libraries.

Most of the librarians, preoccupied with everyday routines in their professional life, do not feel a need for reflecting on the meaning of these activities. They worry about the stability of their job, seeing their profession abandoned like a neglected child, with no social prestige. Major motivation for working in libraries always was and is the need to earn a livelihood.[N24]

Polish environment.

Fundamental in the Polish library science environment is the concept of general public; without it any analyses of public library growth would lack logic. The development of the reading public determines the scope of library activities; the essence of the service to the library public is the preservation of culture for present and future use. Important here is not the form of the service but its objectives.

Historical reflections.

Poles like to discuss changes in terms of specific historical events, and some of them trace the beginnings of librarianship to the times of Mieszko, the first historical prince. Most of the Polish historians however, consider the period of Enlightenment as the beginning stage of Polish librarianship, emerging from the legacy of the Commission for National Education (1773-1794),

which introduced the concepts of universal education and of public library.

During the reign of communist government, the library was considered a tool for political propaganda. Stalin understood the impact of literature on society, and developed the strategy of manipulating it for political purposes by recourse to censorship. This approach overlooked the fact that belles-letters are not about reality but about fiction. The 1960's mark the beginning of disillusionment about the 'Polish way to communism' and abandonment of the policy to use libraries as tool for direct political purposes. In general, the attitude of librarians to Marxism was passive. The impact of libraries on the society was not considered significant, although books were still very popular, radio and movies were very weak, and television did not yet exist.

On communication.

Knowledge is an aggregate of information, but the sign may or may not be its carrier. Basic is the communicated essence, ('materialized ideas'), interpreted by the receiver. (But the content of communicated essence, its denotation and connotation, may or may not be information). Primary information is the substance of the content ascribed to a given concept.

One must distinguish between two kinds of communication: 'factographic' based on the transfer of information, and artistic, which consists of reflections and emotional impressions but contains no information. The term 'esthetic information' is a

misnomer of the sort of 'dry water'. Overlooking that distinction in written communication is unfortunate. Since the book is only one of many aspects of social communication, it is also important to identify other means of communication. Information specialists concentrate on only one form of information, forgetting others. For example, one can start with an analysis of the concept 'horse', leading to the elucidation of the concept 'Pegasus'; by analogy, in information science the focus of research is on the 'horse', with no lead to the 'Pegasus'. Information is a part of the communication field, not a separate discipline; but unfortunately, it is slowly identified with the theory of librarianship.

On theory.

In Poland every scholar has his own theory and own terminology, introduced to make the discipline appear more scientific. There is a lack of unity in library science, the only connecting link is a broad concept of social communication. For this reason, Polish librarianship is a good place for researching varieties of approaches, as contrasted with Germany or England, where the approach to librarianship is more or less uniform.

On the library role.

We often ascribe to the libraries roles, they never fulfilled. From the beginning, the general purpose of libraries was to commemorate the sovereign (as eg. Presidential libraries in USA) and to collect and provide reading material, frequently for the entertainment purpose only.

Our discipline is based on mediation, often in a political sense, as for example, in popularizing certain kind of literature. During the foreign occupation of the country, the most important was the industrial social class, and its needs determined the direction for the development of libraries. However, this pragmatic approach was not in conflict with the patriotic library movement to enlighten the workers and peasants.

The educational role of libraries was augmented when librarians assumed mediating, social responsibilities during the foreign occupation of Poland. This new role grew out of the opposition to the occupants' closing all schools except trade institutes and universities. Educational and patriotic motivation was also the stimulus for the development of libraries by Polish nobility.[N25]

On Neutrality.

The issues of neutrality of librarians qua librarians on political matters and their social activism are still unresolved. The expectation that the professional library association can accept responsibility for political action on behalf of librarians was a disappointment. The existing association is ineffective for several reasons. It is preoccupied with its own politics, disregarding the interests of the profession, and its leaders represent pre solidarity mentality. Today, Poles are very sensitive to, and suspicious of, any organization; the society is highly politicized and lacks continuous democratic traditions.

Political implications.

The political impact on the development of librarianship can be

discerned in the philosophical analyzes of the political forms of government. Such analysis is based on the assumption that the concept of the nation was always connected with the ruler, in power at the time. Polish political instinct emerged in feudal period, and went through several metamorphoses. Some people compare these changes to prof. Krzyżanowski's model, in which the development of literature in interpreted in terms of romantic and pragmatic, crisscrossing each other, literary trends. Prof. Wojciechowski question the application of this thesis to the study of the development of librarianship, because there is not enough evidence for it. This to him is ex post facto reasoning; people did not plan to be first romantics or positivists).

Professional education.

Beginning with the eighteen century, the education not the pedagogy played a definitive role in the library politics.[N26] How in this situation one should educate the new generations of librarians? By avoiding any predispositions. Prof. Wojciechowski maintains, that Polish educators are focusing on professional education, not on its foundations. And most of them consider librarianship as a craft, not the science.

In his research prof. Wojciechowski underlines the importance of readership as a sine qua non of library science. His interpretation of the reading processes illustrates the complexity of the discipline, and indirectly presents an argument for a philosophical synthesis of library science. Brief comments on some of his publications are again grouped by relevant to this report, topics.[N27]

On readership.

The knowledge of readers profiles determine the kind of accessibility to records, which however, extend beyond the scope of librarianship, because the book can be read outside the library.[B42] "The subject called here *Readership analysis* (i.e., *investigation of the users of books*) belongs integrally to the programme of librarian and bibliological studies, but its materials are interdisciplinary which makes it less easily accessible." (p.138)

In his textbook for teaching readership, prof. Wojciechowski interprets 'readership' as a final phase in communication processes through printing media.[B41] Library perspective, considered here as only one of many approaches, concentrates on the dissemination and consumption of books and on the people and institutions involved in these process.[N28]

On working with the reader.

The detailed description of the fundamentals in the work with the reader is based on the conceptual aspects of library practice.[B43] Every text is intended to be read sometimes by someone. The responsibility of the library is to provide mediation between the reader and the books, to initiate, stimulate, direct and optimize readers reading processes.

The purpose of library work is the dissemination of cultural, scientific and artistic publications, to enrich the knowledge of library users and society at large, to optimize thinking processes (intellectualization process), to awake esthetic

appreciation and to provide entertaining material.

The unique character of librarians' work with readers involves understanding the overall character of reading processes, based on the extend of library collections and free access to them. The work is motivated by the goal to increase users' knowledge, intellectual skills and to provide suitable entertainment. This role requires extensive and heterogeneous education.

On historical novel.

Historical novel emerged in the eighteenth century from the previous format of epos (prophetic) and prognosis (traditional novel as a story of adventures, customs and biographical novels). The novel does not moralize and is based on true historical events or literary tradition.[B40] Every novel can fulfil emotional, esthetic, socio-philosophical, entertaining, or educational need of the reader. Its popularity depends on its historical and literary values. Usually, the readers are interested in history as a means for understanding past. Shorter the distance between the event and its book description, more subjective is the interpretation of these events. Sometime readers who desire to escape reality, tries to loose themselves in the plot of historical novel but without attempting to imitate the novel's characters.

On marketing.

The concept of library marketing relates to the not-for-profit libraries, as a model for marketing rules.[B44] Marketing

consists of: (1) Maximization of the user's satisfaction, (2) marketing practice based on readers' needs, (3) market demand and supply, (4) distribution, (5) procurement, (6) promotion, (7) market analysis, and (8) personnel administration.

Prof. Wojciechowski describes the status of scientific and public libraries based on the results of a survey questionnaire. He concludes that: (1) most of the changes in libraries are initiated by library administrators. (2) Xerography is among the most widespread new library service applications. (3) The major tasks of libraries are education and intellectual development (4) The library service is, in most cases, direct. (5) The library structure is pyramidal, mostly functional and territorial, with additional subdivision made by types of material, users and subjects of collections. (6) In the fulfilment of their duties library employees follow the instructions and prior personal experience, but very little, if ever, relating to the philosophical principles of the discipline.

4. Concluding Comments:

The reflection on the above interviews allows for few initial observations. (1) All professors agreed that the Polish concept of the philosophy of library information science is not yet developed or popular.[N29] Some practicing librarians and students in the field, did not distinguish between the concepts of philosophy and theory of the discipline. They complained for receiving much theory in school, but not all of it applicable to the needs in their library practice. (2) On the subject of the

philosophy of librarianship itself all three possible approaches were expressed. (a) Majority of the interviewees felt that such a philosophy is needed to determine the essence of the discipline and to interrelate its various elements into a coherent whole. (b) Some professors argued that the philosophy is not needed since the field itself is not yet sufficiently developed as an independent discipline. (c) Few accepted the need for it, but only in marginal library applications. (3) Review of the suggested literature illustrates (a) significant impact of the cultural and political environment on the development of Polish librarianship, and (b) in the reviewed works, philosophical aspects of librarianship were more or less directly discussed in various models proposed by the authors. (4) It is interested to note that the study of librarianship in Poland is focused, among others, on relationships between the library science and scientific information (not the information science), as contrasted with the American study of library and information sciences. The former suggests as primary, the relationship between the book (in a generic sense) and information, the latter the relationship between the two as mutually depended disciplines. (5) Some foreign students of the Polish librarianship may interpret the complicated structure of the discipline and its terminology as the continuation of the nineteenth century tendency to diversify among different sciences, overlooking, however, the new, post communist efforts of some schools to provide the synthesis of the field.[N30]

And finally, a personal reflection on the future of library information science. How - in the present, spectacular technological achievements - will it survive the commercial onslaught on the concepts of society's right to a free and open information and of individuals' right to intellectual freedom? How - in the extreme pragmatism of engineering mentality - can the idea of democratic social communication develop without a sound philosophical foundation? What are the chances for the emergence of a unified, worldwide metalibrarianship - and within it, its Polish equivalent - as a discipline integrating all aspects of written communication and satisfying natural needs for information by preserving society's recorded knowledge and by providing individuals with opportunity to harvest the advantages of possessing that knowledge?

NOTES.

1. The following professors kindly agreed for the interview:
[The abbreviation 'hab.'in the person's title stands for a post doctorate scholarly status ('habilitacja'), received after a satisfactory completion of an examination on a specific thesis.]

Prof.dr.hab. Radosław Cybulski
Prof.dr.hab. Zofia Gaca-Dąbrowska
Prof.dr.hab. Maria Kocójowa
Prof.dr.hab. Jadwiga Kolodziejska
Prof.dr.hab. Józef Kosiński
Prof.dr.hab. Kazimiera Maleczyńska
Prof.dr.hab. Krzysztof Migoń
Prof.dr.hab. Jan Pirożyński
Dr.hab. Wanda Pindlowa
Dr.hab. Marta Spalska
Prof.dr.hab. Jacek Wojciechowski
Dr.hab. Tadeusz Zarzębski
Prof.dr.hab. Anna Żbikowska-Migoń

I wish to take this opportunity to express my deep gratitude and thanks to all interviewees for their assistance in completing this project.

2. Now known as Jagiellonian University, named in honor of the Polish Jagiellonian dynasty (1385-1572).

3. Only 30% of prewar collections were saved, and 93% of all school libraries were destroyed.

4. Before the Second World War, Vilno was one of the major Polish cultural centers, since then it is a capital of Lithuania.

5. Prof. Cybulski's two major works on this subject are: Książka Współczesna. Wydawcy. Rynek. Odbiorcy, Warszawa, 1968, and Księgarswto w Społeczeństwie Współczesnym, two editions, translated into Russian language. In the former book, the author discussed in a considerable detail the issue of publishing politics.

6. Polish librarians differentiate between the terms 'posłannictwo' and 'misja' both translated in English as 'mission'. The former term refers to the ideological call for propagating some belief, the latter term applies to the operational, assigned tasks or duties. See Appendix A.

7. Lelewel's book Bibliograficznych Ksiąg Dwoje...' (Two books on bibliography) was published in two parts: Vol. 1 in 1823 and vol. 2 in 1826. It is the first comprehensive Polish Library Science handbook.

8. To date I have not received prof. Kocójowa comments on my Polish version of the interview, and I assume that she has no objections to the summary of the interview.

9. Among other early researchers of the subject were A. Birkenmajer, J. Muszkowski, K. Piekarski, K. Głąbiowski.

10. Majority of these papers followed the models developed by J. Muszkowski, K. Piekarski, K. Głombiowski and K. Migoń.

11. The letter to the author of February 13, 1996.

12. Ibid.

13. Dr. Zarzębski has not yet commented on this part of the interview.

14. None of the participants in this group commented to me on the Polish version of the interview, therefore, I can only assume that they have no additional comments.

15. In this model metalibrarianship is defined by me as a philosophical framework for a variety of approaches to recorded knowledge. It is an open system, addressing metaphysical essence,

epistemological nature and ethical values and purposes of information agencies. Library system is defined in terms of logical relations between basic terms (carriers, their contents and receivers), (b) their constituents (needs, goals means and their fulfilment) and (c) their attributes (efficiency, satisfaction and disparity between goals and their accomplishments). All relations are discussed at three interrelated levels: conceptual (theoretical), contextual (environmental) and procedural (practical) dimensions of the model. For the abstract description of essays related to the philosophy of librarianship see: Joseph Z. Nitecki. Philosophical Aspects of Library Information Science in Retrospect. Preliminary edition. ERIC, ED 381 162, IR 055 446; 1247 p., 1995.

16. See Appendix A for different Polish interpretations of the term 'mission'.

17. The lectures were conducted by P. Jarkowski in Krzemieniec (1809-1831), by J.S. Bandtke in Cracow (1811-1834), by J. Lelewel in Warsaw (1820-21) and A. Bohatkiewicz in Vilno (till 1829). After 1830 library seminaria were conducted in Warsaw by J. Rzesiński (1835-36) and J.Muczkowski (1837-1858), and in Cracow by K. Estreicher (1864/65-1867/8).

18. The instructors in that university included M. Rulikowska lecturing on general book knowledge, and J. Muszkowski on librarianship and library science.

19. Major contributors to the book theory were Rulikowski, Vrtel-Wierczyński, Muszkowski and Łysakowski.

20. The research was at first conducted in the Institute for Research in Readership at Warsaw's Free Polish University, founded by H. Radlińska.

21. Due to unforeseen circumstances, Dr. Pindlowa was unable to comment in time on the Polish version of the interview. I assume that she has no objections to its content.

22. The author refers to R. Adam (1991) in citing this quotation. The statement was originally made by J.D.Cowley, first mentioned by D.J.Foskett in his 1962 essay: The Creed of Librarian: No Politics, No Religion, No Morals. Its reference to the concept of professional neutrality is similar to the epigram in Theodor Draper's book, A Struggle for Power, in which he quoted Horace Walpole: 'To be a good historian, it is necessary to be without religion, without country, without profession and without party'.

23. What follows is an almost literal translation of prof. Pirożyński statement expressed in his letter of February 25, 1996. The statement could be quoted in the first person, however, since it is very difficult to render exact translation of some Polish idioms, it is presented descriptively, with an apology to

prof. Pirożyński for any failure to translate exactly some nuances in his precise statement. The copy of the relevant excerpts from the original letter is included in the Appendix B.

24. For example, the reward policy in the communist scientific community was to award titles, perceived by some faculty more as an increase in salaries, than as a recognition for their contribution to knowledge.

25. Although at the time, some Poles advocated educational passivity as a form of patriotic protest.

26. In this context, the term 'didactic' is too narrow, since the librarians provided materials directly related to the subjects of study, but they did not recommended additional literature.

27. Notes that follow do not summarize prof. Wojciechowski's thesis, but consists of selected comments on issues of interest to this reporter.

28. Important in the definition of reading processes is the cultural context within which reading takes place. The initial reading research was represented by two major theoreticians. M. Rubakin, developed a psychological viewpoint based on the internal, personal experiences of the reader, expressed in the uniquely personal interpretation of the text. W. Hoffman postulated sociological aspects of reader's interest in the material read, defined by his educational environment. American theories on this subject included: Gray's psychological, pedagogical and library analyses of readers' maturity and predisposition to reading material; Lasswell's analyses of the informational content; Berelson's emphases of the social function of reading; W. Schramm's thesis that reading motivation is directly proportional to the expectation of satisfaction, and inversely proportional to the required reading effort. Among Polish scientists H. Radlińska related Rubakin's relationships between readers' educational and social demographic characteristics with Hoffman's sociological analyzes of reading processes. A. Mikucka studied the dual impact of reading contexts on a reader as a psychological entity influenced by his environment and on his impact on the production and circulation of books. A. Łysakowski organized the National Book Institute, directed first by K. Remeyrowwa and presently by J. Kołodziejska (renamed as the Books and Readers Institute at tbe National Library). The Institute researches the range of books' influence, literary activities and the description of the reading public. R. Ingarden developed an esthetical theory of literary works based on its impact on readers' literary awareness. J.S. Bystroń was concerned with the social influence on literary communication.

These comments, extracted from prof. Wojciechowski's book, are listed in the footnote rather than in the text, to accommodate prof. Wojciechowski's concern of mixing in this summary works of major scholars and philosophers such as Berelson, Lasswell or B. Ingarden with lesser contributors.

For reading research in the United States see also, not listed in the book's bibliography, Reading Research and librarianship; A History and Analysis by Stephen Karetzky, 1982.

29. Philosophy of Library Information Science may be defined tentatively as a body of thoughts that suggests metaphysical essence of the nature of the discipline, explains its epistemological methodology and justifies its goals.

30. For the description of the basic terms used in this report see Appendix A.

Appendix A: Selected Terms in Polish Library Science.

The issue of terminology used in Polish Library Science requires a separate, more extensive study. There is a need for an up to date dictionary. Some definitions in this appendix are based on Podręczny Słownik Bibliotekarza. Compiled by H. Więckowska and H. Pliszczyńska. Warszawa, 1955.

The following is the translation and brief description of selected basic terms, relevant to this study.

Bibliografia (Bibliography):
1. General description of the form and context of books:
   a. primary ('bibliografia prymarna')
   b. secondary ('bibliografia pochodna')
   c. subject ('bibliografia przedmiotowa')
2. Study of material forms of records
3. Skill of describing documents
4. Reference/reading lists
5. Review section in journals
6. A list of books, maps, etc.
7. All aspects of books (bibliology and science of books)
8. Library practice (library processes)

Bibliologia (Bibliology): study of a book as a book, issues related to the production, circulation and impact of books. The term used interchangeably with 'księgoznawstwo' (book knowledge) and 'nauka o książce' (science of books)

Bibliometria (Bibliometry): quantitative measures of scientific publications; statistical bibliography

Biblioteka (Library):
1. Institution ('książnica')
2. Collection of books ('Księgozbiór')
3. Library building
4. Book case ('szafa na książki')
5. A title of a published series
6. Bibliotheca (old term for bibliography)
- Suggested new term: J. Migoń/K.Maleczyńska: 'Mediateka' (for Library as a collection of more than just books, analogous to eg., 'fonoteka', a collection of phonograph records.)

Bibliotekarstwo (Librarianship):
   a. Library economy: practical applications of library science: eg., selection, collection, organization, utilization of books,
   b. Librarianship: library profession

Bibliotekoznawstwo (Library science): history, organization and social functions of libraries:
- considered as a separate branch of science, either:
  a. as an integral part of the science of books, or
  b. as a separate discipline focusing on social activities with its own foundations and methodological principles based on historical and social sciences of sociology, pedagogy and economy.

- The discipline of librarianship is interpreted at three main levels as:
  a. Bibliotekoznawstwo (focus is on the library)
  b. Bibliologia (a study of the book as a methodology related to philosophy)
  c. Nauka o informacji, informatologia (science of information)

Bibliozofia: see Filozofia bibliotekoznawstwa

Czytelnik (library patron)

Ergometria (ergometry): discipline measuring concrete objects (such as printing signs, number of volumes)

Historia książki (History of books): Science about the unity of form and content of the book.
History of (a) communication through books, (b) of institutions and bibliological processes in the creation, dissemination and use of books; (c) social function of books determined by the cultural and scientific policies and society's needs.

Ideometria (ideometry): approach counting and measuring thoughts expressed in the text

Informacja (Information): a basic term, not yet fully defined
- Shannon: data recorded symbol

Informacja naukowa (scientific information or information science); see also informatologia.
- A distinction between 'nauka o informacji naukowej' (science about scientific information) and 'ogólna nauka o informacji' (general science of information) is often over looked.

Informacja rzeczowa (reference information)
Note: There is no separate term for 'reference librarian'

Informatologia (Informatology): science about scientific information and/or theory of scientific information
- M Dembowska used this term for 'information science'.

Informatoryka : see informatologia

Informatyka:
  a. in Poland: Computer science
  b. in Russia (Michailov): information science

Informatystyka: see informatologia

Ideometria (informetry): application of mathematical methods in information science

Katedra Bibliotekoznawstwa i Informacji Naukowej: literal translation: 'Department of Library Science and Scientific Information', is often translated in English as 'Department of Librarianship and Information Science', although the term 'Bibliotekoznawstwo' (Library Science) refers to the broader scope of the discipline than 'Bibliotekarstwo' (Librarianship')

Książnica (Library):
  a. Collection of books
  b. Library building

Książnictwo :the term used by Lelewel as synonymous with librarianship

Księgarstwo:
  a. Book science
  b. Book stores
  c. Profession of booksellers (book trade)

Księgozbiór (Book collection):
  a. Any collection of books
  b. Library
  c. Selected collection of books for specific purpose

Księgoznawstwo (Book knowledge): general information about books. Term used interchangeably with 'bibliologia' (bibliol ogy) and 'nauka o książce' (science of books)

Misja (Mission):
  a. Misja (mission): expression of operational, assigned task, duty, or purpose
  b. Posłannictwo (message): duty, purpose, goal, intention

Nauka o książce (Science of books): editing, publishing, presentation, illustrations, distribution, functioning and impact of books on readers. The term used interchangeably with 'bibliologia' (bibliology') and 'nauka o książce' (science of books).

Nauka o informacji ('science of information' or 'information science'); see also 'informacja naukowa'.

Naukometria (Scientometry): mathematical methods in science of sciences

Naukoznawstwo (science of sciences)

Filozofia bibliotekoznawstwa (Philosophy of Library Science) interpreted as:
1. Posłannictwo:
   a. biblioteki (library mission)
   b. bibliotekoznawstwa (mission of librarianship)
   c. Nauk informacyjnych (mission of information science)
2. Komunikacja społeczna (Social communication)
3. Preferred scope and/or terminology:
   a. R. Cybulski: The concept of library mission in historical context ('Koncepcja misji bibliotek w rozwoju historycznym')
   b. J. Kocójowa: Focus on human elements and ethics in the theory of librarianship
   c. J. Kołodziejska: Theoretical bases of librarianship ('Teoretyczne podstawy bibliotekarstwa')
   d. K. Migoń: Special mission uniting librarianship, library and information sciences and library practice
   e. W. Pindlowa: A model for the affirmation of librarianship as a discipline based on relationship between the library and its individual users.
   f. J. Wojciechowski: identification of the discipline's ideological premises.

   NOTE: Some library literature does not distinguish between:
   a. Philosophy, theory and scope of the field
   b. the mission of the discipline ('misja') and its purposes ('posłannictwo').
4. Suggested new term:
   - J. Wojciechowski: 'Bibliozofia' (for Philosophy of Librarianship)

Scientometria (scientometry): see Naukometria

Stylometria (stylometry): study of stylistic formats to determine the characteristics and authenticity of the publication

Użytkownik (user)

APPENDIX B.
Quotes from Original Letters
Related to the Philosophy of Librarianship
[For translated versions see text]

a. From prof. Kolodziejska letter of February 13, 1996:
"... Ja twierdzę przy każdej okazji, że jest ona [bibliotekoznawstwo] częścią nauk społecznych takich jak socjologia, psychologia czy pedagogika a nie bibliologii, ponieważ ta zajmuje się wyłącznie książką i to historyczną a nie kontekstem społecznym, w którym działa biblioteka. Jest to zasadnicza różnica, która nie pozwala mi identyfikować się z poglądami bibliologów."

b. From Prof. Pirożyński's letter of February 25, 1996.

1. **a.** Każda nauka wymaga pewnej nadbudowy teoretycznej i odpowiedniej metodologii, dotyczy to również nauk bibliotecznych, a więc nauki o książce (bibliologii, księgoznawstwa), bibliotekoznawstwa i informacji naukowej (używam tu terminologii polskiej, która jest różna od angielskiej). Wzajemny stosunek tych dyscyplin jest odrębnym skomplikowanym zagadnieniem i poglądy teoretyków na ten temat zarówno w Polsce jak i w innych krajach są dość rozbieżne. Problemem spornym jest np. czy nauka o książce obejmuje m.in. bibliotekoznawstwo, czy też odwrotnie, jest wobec bibliotekoznawstwa nauką pomocniczą. Jestem przekonany, że teoria nauki o książce, bibliotekoznawstwa i informacji naukowej jest potrzebna i ma pełne uzasadnienie. Osobiście razi mnie natomiast termin "filozofia nauk bibliotecznych". Mówi się wprawdzie o"historiozofii", a więc filozofii historii, która stanowi dziedzinę ogólnych rozważań nad przebiegiem procesów dziejowych, ale jest to w naukach humanistycznych wyjątek. Filozofia z oczywistych względów jest tu samowystarczalna, a określenia typu "filozofia socjologii", czy "filozofia filologii" brzmiałyby bardzo dziwnie. Być może duch języka angielskiego dopuszcza termin "filozofia nauk bibliotecznych". Po polsku brzmi to pretensjonalnie i trochę śmiesznie.
b. Oczywiście jestem zdania, że istnieje potrzeba analizy teoretycznych (ale nie filozoficznych) aspektów nauk bibliotecznych. Wynika to z tego, co napisałem wyżej.

[Prof. Pirozyński letter - cont.]

2. Sformułowanie syntezy wpływu czynników kulturalno-politycznych na kształtowanie się teoretycznych koncepcji, na których opiera się współczesne polskie bibliotekoznawstwo jest oczywiście możliwe, jakkolwiek nie jest to zadanie łatwe. Bezpośredni wpływ miało tu wiele czyników, przede wsystkim nasza własna tradycja naukowa i wpływy obce, zwłaszcza szkoły niemieckiej, także francuskiej, ale ostatnio, w coraz większym stopniu, również anglo-amerykańskiej. Zapewne można się też doszukiwać jakichś wpływów politycznych, które po 1945 r. wywarły piętno na rozwoju całej nauki polskiej, utrudniając jej bliskie związki z nauką uprawianą za "żelazną kurtyną" i lansując zwulgaryzowany marksizm oraz wzorce przejmowane bezkrytycznie z ZSRR. Jednakże nauka polska nigdy nie pozwoliła się całkowicie ujarzmić tym politycznym tendencjom, zachowała pewną, choć ograniczoną, niezależność oraz łączność z nauką światową i miała wiele autentycznych, wielkich osiągnięć, także w dziedzinie nauk bibliotecznych, a zwłaszcza historii książki, gdzie refleksja teoretyczna i metodologiczna w wielu wypadkach wyprzedziła nowe koncepcje, które pojawiły się za granicą. Nie przypominam sobie jakichś koncepcji polskich teoretyków i organizatorów bibliotekoznawstwa, które byłyby podyktowane bezpośrednią indoktrynacją ideologiczną czy też presją polityczną.

   Jest też oczywiste, że warunki kulturalne w Polsce po drugiej wojnie światowej, m.in. szybko rozrastające się sieci bibliotek, wzrost produkcji taniej książki oraz typ organizacji systemu szkolnictwa i studiów wyższych miały wpływ na dynamiczny rozwój instytutów i katedr bibliotekoznawstwa i informacji naukowej, których mamy obecnie bardzo dużo. Ta dynamika też musiała w jakimś stopniu oddziaływać na kształtowanie się polskich teoretycznych koncepcji bibliotekoznawczych. W sumie jest to jednak temat bardzo trudny i – o ile mi wiadomo – dotychczas nieopracowany.

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ADDENDUM
Comments received after the submission
of the manuscript to ERIC.

Dr.hab. Wanda Pindlowa in her letter of March 22, 1996 (written in Polish and received April 8, 1996) commented on the distinction between scientific information and librarianship.

(a) The dispute between Polish documentalists and librarians dates to the pre-Second World War period and was augmented by introduction of separate legislation related to librarianship in 1968 and to scientific information in 1961 and 1971. The Center for the Scientific, Technical and Economic Information (INTE) was responsible for provision of information to industry, publication activities and representation of Poland abroad. Libraries developed their own information networks. The education of information professionals, initially provided by INTE, was abandoned in 1975-76, after introduction of educational library and information science university programs.

(b) SINTO was created as a national system of information (similar to UNESCO's NATIS). Initially, it included information centers (INTE), archives and scientific, public and school libraries. Later, libraries were excluded, and SINTO concentrated exclusively on information centers, but in the last phase of its existence it reincorporated scientific libraries.

(c) Following her doctoral dissertation advisor prof. Dembowska, dr. Pindlowa used the term 'informatologia' ('informatology') to describe the science of scientific information, and considers it a discipline that reflects the structure and general

characteristics of information science and conforms to the processes of social communication.

(d) In Polish literature the distinction between the subject matter of information and library sciences is not always clear. Dr. Pindlowa regards information science as a separate discipline, distinguished by its social character and concern about the users of information. Interpretation of libraries as information centers, expands the scope of information science by incorporating within it the field of librarianship. This view is however not shared by writers who consider the two approaches as different disciplines, sharing only some research problems. Although she is aware of the tendency in Great Britain and USA to shift the focus of information science toward mathematical and technical methodologies, dr. Pindlowa continues to consider scientific information in the framework of social sciences.

It is difficult to predict the future development of information science. Although present utilization of high technology dominates the field, it is quite probable that in future the studies of social communication will strengthen scholars' interest in the library and information users.

ERRATA

'Maria Dębowska' should read: 'Maria Dembowska' (p.64+)

'Głębiowski' should read: 'Głombiowski' (p.64+)

'Prof.dr.hab. Marta Spalska' should read: 'Dr. Maria Skalska (p.98)

Dr. Zarzębski's letter dated Feb.20,1996, received April 16, 1996.

Dr. Zarzębski agrees that philosophical analyzes of librarianship is important, although very few people, in Poland and in other countries, appreciate the importance of providing philosophical bases for the theory and practice of librarianship.

He recalls his own effort in emphasizing the significant role of the library in communication processes as the only institution that is in the position to facilitate exchanges of ideas between authors and their readers that are not limited by time or space barriers.

In his dissertation about the role of libraries in the communication system and in the two reprints sent with his letter, dr. Zarzębski stressed some aspects of such communication. In his essay on the library politics ['Polityka Biblioteczna i Jej Problemy' (Library politics and its problems) Bibliotekarz, 1990, no. 10/11, pp.22-27], dr. Zarzębski defines library politics as a competence in directing library affairs at national level. To carry out this role he advocates formation of an autonomous national library board that would provide uniform political leadership for all Polish libraries.

Any attempt to develop Polish library politics in the 1949-1989 period was seized by the political party in power, preventing governance of the library by a separate and objective state agency. In the present III Republic (since 1989) such authoritative and independent institution has not yet developed.

The impact of constantly changing scientific communication on libraries is discussed in dr. Zarzębski's second essay ['Specjalizacja Zbiorów i Bibliotek' (Specialization of libraries and their collections), Bibliotekarz, 1993, no.9, pp.23-30]. Here, he stresses the importance of finding effective methods in serving scientists, and proposes a model for the creation of a national network of Polish libraries that would accommodate different functions, performed by individual libraries in serving different clientele within a common system of interlibrary cooperation.

Dr. Zarzębski also suggests formation in both countries of Polish-American seminars to study each others theory and library practice. Such a comparative approach could contribute to the improved exchange of ideas, restrained in the last fifty years.